REPORT RESUMES

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A FIRST LOOK AT DISTRIBUTION.

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DESCRIPTORS- *CURRICULUM GUIDES, *TEACHING GUIDES, *DISTRIBUTIVE EDUCATION, MARKETING, GRADE 11, GRADE 12,

THIS CURRICULUM OUTLINE IS FOR TEACHER USE IN ORGANIZING A TWO-SEMESTER BASIC COURSE IN DISTRIBUTION FOR GRADES 11 AND 12 IN LARGE SCHOOL DISTRICTS TO COMPLEMENT EXISTING COOPERATIVE PROGRAMS AND IN SMALL DISTRICTS WHERE COOPERATIVE PROGRAMS ARE NOT FEASIBLE. IT WAS DEVELOPED BY A COMMITTEE OF DISTRIBUTIVE EDUCATION COORDINATORS AT THE HIGH SCHOOL, POST-HIGH SCHOOL, AND SUPERVISORY LEVELS FOR PREPARING THE STUDENT FOR HIS INITIAL JOB IN THE FIELD OF DISTRIBUTION BY FAMILIARIZING HIM WITH THE AVAILABILITY OF CAREERS AND DEVELOPING INTEREST IN THEM, AND BY DEVELOPING SKILLS, KNOWLEDGE, ATTITUDES, AND HABITS NECESSARY FOR SUCCESS IN DISTRIBUTIVE EMPLOYMENT. GENERAL OBJECTIVES , TEACHER AND STUDENT CHARACTERISTICS, AND ADMINISTRATIVE CONSIDERATIONS ARE DISCUSSED. CONTENT OUTLINES FOR 24 UNITS ARE ORGANIZED INTO SECTIONS TITLED--(1) ORIENTATION TO DISTRIBUTIVE EDUCATION AND THE FIELD OF DISTRIBUTION, (2) DISCOVERING AND DEVELOPING PERSONAL RESOURCES--PLANNING FOR AN OCCUPATIONAL OBJECTIVE, (3) SELECT A TARGET, (4) SPECIAL SKILLS AND KNOWLEDGE FOR IMMEDIATE USE, AND (5) SECURING AND KEEPING EMPLOYMENT. EACH UNIT CONTAINS OBJECTIVES, CONTENT, DEVELOPMENT PROCEDURES, AND A BIBLIOGRAPHY. A MANUAL FOR USE WITH THIS OUTLINE, "PARTICIPATION EXPERIENCES, A HANDBOOK FOR PROJECT TEACHING" (VT 004 599) IS ALSO AVAILABLE. (MM)

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a first look at distribution

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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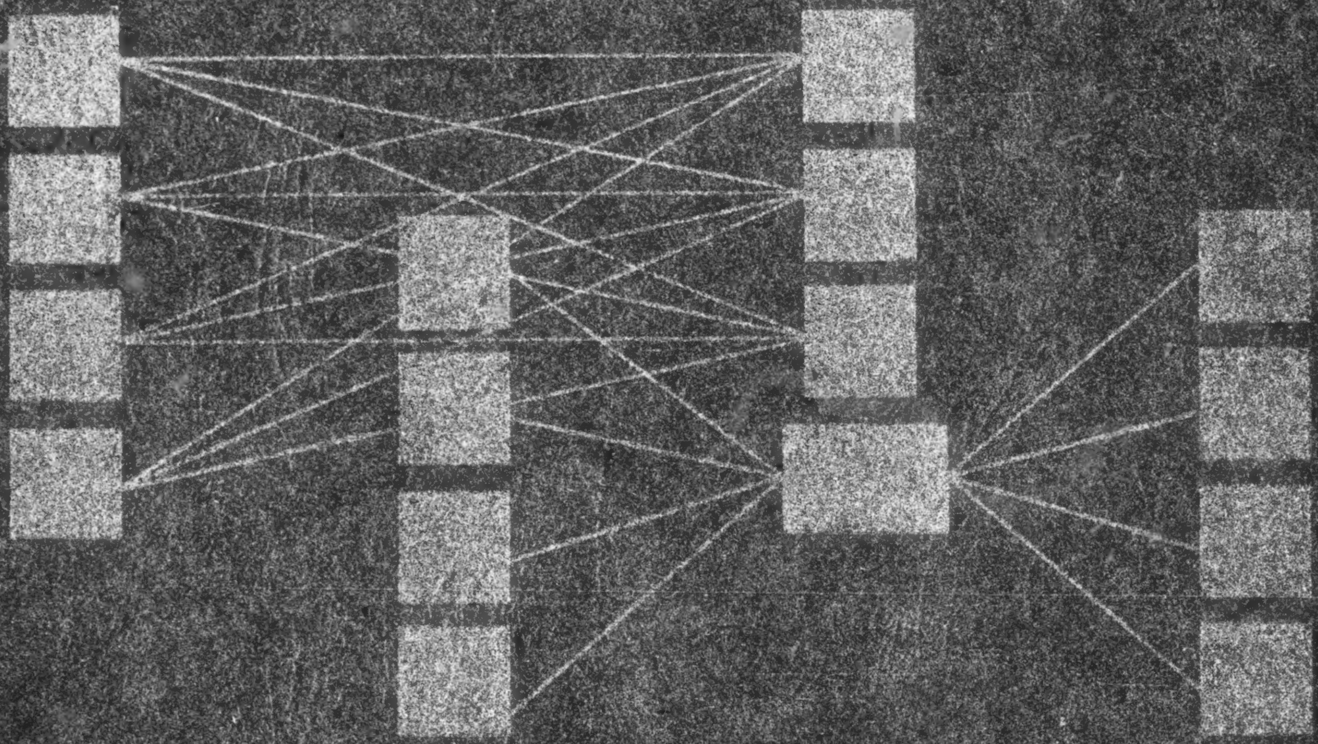

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MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
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980 Kinnear Road
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FROM: (Person) K Otto Logan (Agency) Coordinating Council for Occupational Education

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DATE: March 19, 1968

RE: (Author, Title, Publisher, Date) E. L. Hagenau, Research Project Coordinator, "A First Look At Distribution", published by State Board for Vocational Education in cooperation with the office of the State Superintendent of Public Instruction.

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Describe Action research project.

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CONTENTS

GENERAL

Page

FOREWORD vii

INTRODUCTION ix

INTRODUCTION xii
General Objectives xii
About Individual Participating Projects xii
The Preparatory Teacher xiv
Definition of Terms xiv
Provision for Flexibility xv
Developmental Characteristics of High School Students xviii

ADMINISTRATIVE CONSIDERATIONS xxiv
Time Requirements xxiv
Prerequisites xxiv
Teacher Requirements xxv
Equipment Requirements xxv
Equipment and Supplies Checklist xxvi

THE CHALLENGE IS YOURS xxviii

SECTION I SELECTING A GOAL
ORIENTATION TO D. E. AND THE FIELD OF DISTRIBUTION

UNIT 1 - OUTLINE. AN ORIENTATION TO DISTRIBUTIVE EDUCATION AND UNDERSTANDING THE IMPORTANCE OF DISTRIBUTION IN OUR ECONOMY 1
Scope of the Distributive Education Program 1
Importance of Education for Distribution 6
Review the Definition of Distribution 7
Basic Content and Objectives of Preparatory Course 8
Content of Applied Distribution Course 8
Content of Post-Secondary Distributive Education 8
Bibliography 10

UNIT 2 - OUTLINE. THE PROFIT MOTIVE--FOUNDATION OF AMERICAN BUSINESS 12
Comparison of Economic Concepts under Various Forms of Government 12
Fundamental Economic Concepts of American Business 16
Supply and Demand 18
Bibliography 20

Page

UNIT 3 - OUTLINE. GOVERNMENT, LAW AND TAXES AS RELATED TO BUSINESS 23
Government Regulation of Business 23
Government Regulations Affecting the Individual at Work. 26
What Are Taxes All About 28
Bibliography 30

UNIT 4 - OUTLINE. THE KINDS OF DISTRIBUTIVE BUSINESSES 32
The Key Position of Distribution in the Production-Distribution Consumption Cycle 32
The Distribution or Marketing Functions 32
Channels of Distribution 33
Marketing Functions of the Producer 35
Bibliography 37

UNIT 5 - OUTLINE. HOW DISTRIBUTIVE BUSINESSES ARE ORGANIZED
Classification of Businesses by Type of Ownership, Size, Affiliations, etc. 39
The Management Organization Concept 42
Small Business Organizational Considerations. 44
Bibliography 46

UNIT 6 - OUTLINE. UNDERSTANDING THE CUSTOMER FROM A BUSINESS VIEWPOINT 48
The American Consumer 48
Consumer Buying Motives 51
Consumer Buying Habits 51
Consumer Buying Problems 51
Improved Consumer Position 52
Bibliography 54

SECTION II
DISCOVERING AND DEVELOPING PERSONAL RESOURCES
PLANNING FOR AN OCCUPATIONAL OBJECTIVE

UNIT 7 - OUTLINE. SELF ANALYSIS AS A STEP TOWARD THE WORLD OF WORK 55
Necessity for self-appraisal 55
Inventory of Attitudes 56
Make an Analysis of Your Abilities 59
Summary of Abilities, Abilities, Apritudes and Interests 59
Bibliography 60

UNIT 8 - OUTLINE. DEVELOPMENT OF PERSONAL CHARACTERISTICS FOR EMPLOYABILITY 62
Analysis of Personality. 62
Types of Personality 63
Personal Appearance Requirements 63
Characteristics of a Personality 64
Mental Traits of a Personality 65

Page

Guide to Personality Change - How to Form Constructive Habits . . . 66
Bibliography . . . 72

UNIT 9 - OUTLINE. HOW MATHEMATICS IS USED IN DISTRIBUTION . . 75
Present Concepts . . . 75
The Three C's of Mathematics . . . 76
Application of Mathematics to Distribution . . . 76
Errors and Their Effect on Business . . . 77
Improving Mathematical Skills . . . 80
Bibliography . . . 87

UNIT 10 - OUTLINE. HOW COMMUNICATIONS ARE USED IN BUSINESS . . 89
Communicative Capability - a Requisite for Success . . . 89
The Many Facets of Written Communications . . . 90
The Importance of Listening . . . 93
Using the Telephone . . . 94
Bibliography . . . 97

UNIT 11 - OUTLINE. TALENTS, HOBBIES, FAMILY BACKGROUND SIGNIFICANCE TO CAREER PLANNING . . . 101
Autobiography - a Tool for Guidance . . . 101
Family Background . . . 101
A Cluster of Occupations Can Be Developed Around an Interest . . . 101
Artistic Talent, Art, Music, etc. . . . 102
Physical, Mechanical and Hobby Skills - The Value to and Occupation . . . 102
Bibliography . . . 103

UNIT 12 - OUTLINE. PLAN FOR A CONTINUING EDUCATION TO PROGRESS IN BUSINESS . . . 104
Academic Institutions Offering Training . . . 104
Company Educational Training Opportunities . . . 105
Adult Distributive Education Classes . . . 105
Specialization and Generalization . . . 106
Why Plan for a Continuing Education . . . 106
Reading is One of the Best Forms of Self-Education . . . 107
Bibliography . . . 109

SECTION III
SELECT A TARGET

UNIT 13 - OUTLINE. CAREERS AND OPPORTUNITIES IN DISTRIBUTION

Page
Use Standard Industrial Classification for
Partial List of Distributive Occupations 111
The Social and Economic Aspects of Selling 112
Opportunities in Retailing and Wholesaling 113
Opportunities in Specialty Occupations (Real Estate,
Heavy Equipment, Insurance, etc.) 114
Distribution-supporting Occupations (Transportation,
Advertising, Finance, etc. 117
Financial Opportunities 120
Bibliography 124

UNIT 14 - OUTLINE. THE ANATOMY OF EMPLOYMENT 130
Status of Occupations 130
Nature of Work 130
Compensation and Benefits 132
Working Conditions 137
Facts About the Job 138
Workers and Unions. 139
Bibliography 142

SECTION IV
SPECIAL SKILLS AND KNOWLEDGE FOR IMMEDIATE USE

UNIT 15 - OUTLINE. BEGINNING SALESMANSHIP 144
Steps of the Sale 144
Special Problems of the Retail Salesperson 148
Special Problems of the "Outside" Salesman 148
Bibliography 150

UNIT 16 - OUTLINE. PERFORMANCE FUNCTIONS OF THE ENTRY
WORKER 153
Typical Transactions of Distribution 153
Methods of Recording Sales 154
Wrapping and Packaging 155
Machines Commonly Used in Distribution 156
Parcel Post Capability 157
Bibliography 158

UNIT 17 - OUTLINE. CASH REGISTER THEORY AND OPERATION 159
What is a Cash Register? 159
Purpose of the Cash Registering Equipment 160
Technical Utilization of the Cash Register 161
Cash Register Operational Procedures and Change Making 161
Precautions to be Observed in Cash Register Operation 162

Page

Bibliography 163

UNIT 18 - OUTLINE. TELEPHONE TECHNIQUES FOR BUSINESS 164
Answering Business Calls 164
Using the Telephone and Business Directories 165
Planning and Placing Business Calls 165
Improving Telephone Personality 165
The Telephone and Business 166
Special Problems of Telephone Salesmen 166
Bibliography 168

UNIT 19 - OUTLINE. RESPONSIBILITIES FOR SAFETY AND SECURITY 169
Safety in the Handling of Money 169
Rules for Cashing Checks 174
Protection of Merchandise from Shoplifting and Petty Theft 175
Safety in the Stockroom and Warehouse. 178
Fire Prevention 186
Safety in Selling Areas 189
Bibliography 197

SECTION V
SECURING AND KEEPING EMPLOYMENT

UNIT 20 - OUTLINE. SUMMARIZE YOUR QUALIFICATIONS AS THEY APPLY TO YOUR CHOSEN GOAL 199
Re-evaluate yourself in terms of your chosen goal 199
Develop a resume 201
Bibliography 205

UNIT 21 - OUTLINE. DISCOVERING YOUR OPPORTUNITIES 206
Locate specific employment opportunities 206
Sell your services by letter 210
Be methodical in your job search approach. 211
Job Hunting is Just About the Hardest Work in the World 212
Bibliography 213

Page

UNIT 22 - OUTLINE. HOW TO APPLY FOR A JOB 214

The Importance of Preparation for the Application and Interview . . . 214
A Well-Groomed Appearance 215
Exposure to Business Applications 216
Why People Fail to Get Jobs 216
Persistence is the Key to Initial Employment 216
Bibliography 218

UNIT 23 - OUTLINE. SELLING YOURSELF IN A PERSONAL INTERVIEW

Preparation for your Interview 220
Types of Interviews 221
Conduct at an Interview 222
Follow-up After an Interview 225
Bibliography 228

UNIT 24 - OUTLINE. KEEPING THAT JOB AND MOVING AHEAD 229

The First Six Months on the Job 229
Understand the Rules 229
Develop Good Work Habits 230
Co-Worker Relationships Are Extremely Important 233
Reasons Why Workers Lose Their Jobs 235
Before Leaving a Job 236
Employer-Employee Relations 238
Employer Expectations of Promotable Employees 238
Bibliography 240

GENERAL BIBLIOGRAPHY 243

ACKNOWLEDGEMENTS. 245

FOREWORD

In taking a contemporary look at Distributive Education, it becomes apparent that the Vocational Education Act of 1963 has had tremendous significance with regard to the curriculum aspect of distributive education. As a result of concentration on this problem, it was determined that preparation for work was desirable before the student was placed in a work-training station. Most D. E. coordinators have firm convictions that pre-training should be given before a student enters a cooperative training program. The legal provisions of the laws before 1963, however, made occupational and classroom training concurrent. This was a mandatory condition of D. E. participation during those times.

Historically, distributive education classes in public secondary schools have been concerned primarily with the teaching of salesmanship and related occupational skills to individuals with career objectives in the field of retail selling.

The substantial number of *entry-level jobs in the retail trade; specifically* in such establishments as general merchandise stores, food stores, apparel and accessory stores, drug stores, eating places, and service stations--to name only a few of the typical retail operations--certainly justifies continued emphasis on such topics as techniques of selling, store mathematics, merchandise information and retail organizations structure.

The increased complexity of the distributive function and the tremendous influence of all of the various aspects of business, one upon the other, demand that we be increasingly concerned with aspects of distribution that we have in the past regarded as of minor significance. Such functions as leadership development, channels of distribution, advertising service functions, wholesaling operations, sales-supporting operations such as warehousing, financial services, and auxilliary services of all kinds must be included in our educational programing if we are to fulfill our obligation to students of distribution.

This new look at distributive education is concerned with developing a total program concept. This TOTAL PROGRAM CONCEPT requires that each coordinator or teacher recognize the importance of all elements and facets of the Distributive Education Program; that he not limit his interest or thinking to the segment he is working in at the time. He should know that each phase is important in itself but that each is dependent upon the other for ultimate success.

There is considerable evidence to indicate that high school curricula generally have not kept pace with the demands of a rapidly changing business world and society. Present day curriculum development is largely an additive process with too little concern for a balanced, unified program geared to a well established philosophy and a set of clear-cut purposes.

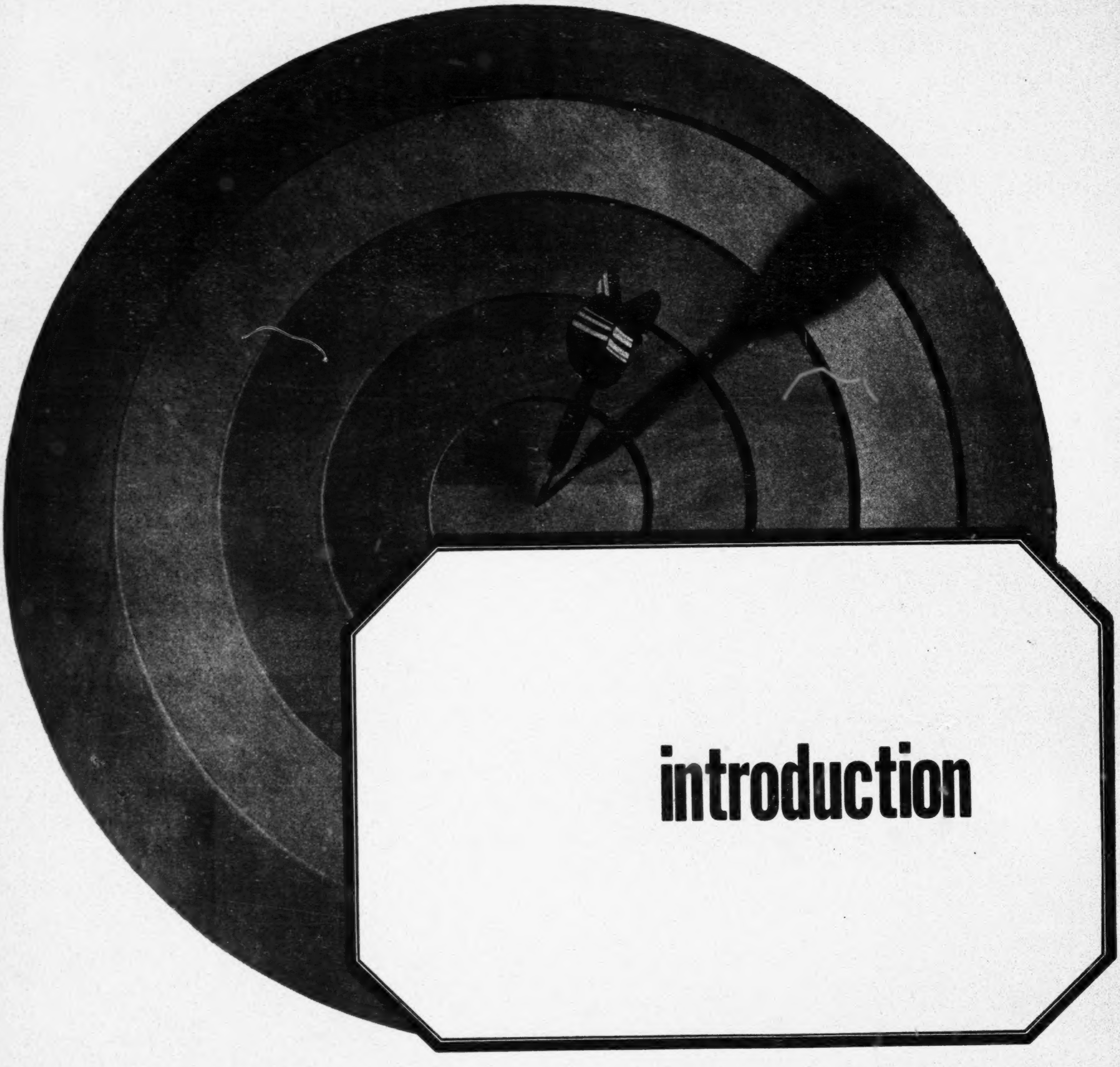
Hopefully, some giant strides in the direction of a total program concept may evolve from the use of this suggested material; Distribution (Basic), as a stepping stone toward Distribution (Applied) (cooperative); from there, adult distribution education in all forms, (mid-management, post-secondary, university, and employment retraining short courses).

The following pages contain, still in tentative form, the planning of a large number of persons whose contributions cannot be acknowledged fully. The intent is to assist an extended and expanding state-wide program of Distributive Education to serve the needs of unrestrained growth in distribution.

The Washington State Office of Distributive Education is particularly interested in receiving reactions and suggestions from teachers in the field regarding the topics presented, teaching suggestions which may have been overlooked, additional units which might be included in future revisions, sources of new audio-visual materials and aids, and any other ideas which will contribute to the instructional efforts geared to the flexibility and versatility of people engaged in the dynamic field of distribution.

Edward L. Hagenau
Research Specialist

K. Otto Logan
Director
Distributive Education
Washington State Board
for Vocational Education



introduction

INTRODUCTION

Only five of every 100 high school students now take a formal course to help them understand business. Only this small minority participates in courses to study business; how business serves the community, how America's prosperity depends upon distribution, how America's standard of living is determined by distribution.

Our world is essentially a world of business. Distribution is playing an increasingly important role in our economy. With only six percent of the world's land area and seven percent of it's population, this country produces in excess of 50 percent of the world's goods. Fully one-third of the products in use today were unheard of ten years ago. Within the last ten years distribution has taken its place as the largest and most important activity in our economy.

Our system of distribution is not only growing bigger, but is experiencing dynamic changes that demand new concepts and changes in methods and techniques of distributing America's goods and services. The increasing use of mathematics, social sciences, and computer technology in our system of distribution has resulted in a more sophisticated approach to what was once considered a grass roots vocational field.

Today, firms engaged in the broad field of sales and services are involeed with the employment of over 50 percent of the U. S. labor force. There has been a significant "revolution in distribution." Trends in employment opportunity indicate a growing potential of careers for young people in the areas of marketing, merchandising and management.

Distributive education is a course of study that offers vocational training to provide balanced, comprehensive, instructional programs in all areas of distribution and marketing; to aid in improving techniques of distribution, and to help the student develop and understand the social and economic responsibilities of those engaged in distribution. This definition probably comes as a surprise to many who have in the dim past regarded D. E. as some kind of narrow training program designed for only those entering the retail clerking field.

> "Distributive occupations include those followed by proprietors, managers, or employees engaged primarily in marketing, or merchandising of goods and services. They may be found in various business establishments, including but not limited to retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing."

Thus a position in any kind of business or organization which includes merchandising, marketing or selling duties is included--among them, positions in retail stores, insurance agencies, advertising agencies, publishing houses, manufacturing firms, trade associations, banking businesses, trucking companies, and hundreds of others. However, the position involved must be concerned with the distribution of products or services--selling, advertising, pricing, packaging, market research, merchandise control and the like.

Entry jobs in the field of distribution vary according to the degree of individual responsibility and decision-making required of the applicant. Some initial positions are satisfying in themselves as career jobs. Others are necessary stepping stones to jobs with increased responsibilities and opportunities.

The primary purpose of this elementary course in distribution, as developed herein, is to prepare the student for his initial job in this broad field of distribution. The scope and sequence of this course outline is designed to place emphasis on such areas as orientation to the world of work, channels of distribution, recognizing and developing personal characteristics, specific skills for initial business employment, and finally, the background to prepare the individual for actual entry into a distributive occupation.

There is a definite trend throughout the nation to offer preparatory programs at the eleventh grade level as a prelude to a senior cooperative Distributive Education class. The continued importance of distributive occupations to the economy of the State, and the substantial number of young people seeking initial employment in the field of distribution without the benefit of specialized training, are reasons enough for a vast encouragement and rapid expansion of this type of vocational education.

Washington State economic growth is running hand in hand with increased production and increasing population. The future looks bright for young people who are qualified to pursue careers in the exciting and dynamic field of distribution.

Distributive Education should not be a "catch-all" program for those who are not going to college, nor for those who merely wish to work part-time to earn money. To serve its true purpose in the school, it must be regarded by teachers and administrators as desirable education for those who wish to enter some field of distribution or marketing, regardless of academic ability or plans for post-high school or college education.

The design of this first course in distribution was developed from the theory that any curriculum for distributive education should have, as its base, provisions for the occupational needs of the individual. Know-how should be the goal of all vocational instruction and should be centered on employment and career objectives.

The element of career goals has been the subject of many conversations whenever D. E. coordinators have the opportunity to "talk shop". It is generally agreed that the student must have a specified career interest in the field of distribution in order to benefit from this type of specialized instruction. Vocational educators agree that most students should have a career goal if they are to put forth maximum efforts in learning technical skills and knowledges or in making occupational adjustments.

The sequence of this preparatory curriculum has been developed on a "first-things first" basis. One of the major criticisms of the traditional cooperative D. E. offerings is that the student must be spotted in a training

station before he actually knows what distribution has to offer, or what it is all about. In order to elect a career objective, it is obvious that one must know something about the various elements from which the choice will be made. This is the reason that "AN ORIENTATION TO THE FIELD OF DISTRIBUTION" is the first major instructional effort. If we accept this as the first step, then we must also acknowledge the fact that there must be a personal relationship here that is the product of the individual's personal make up, combined with what he has learned, that will result in a logical movement toward the vocational objective of the person concerned.

It is the consensus of the curriculum project committee that each high school student has a background of untapped personal resources that should be rediscovered and developed for practical usage. Such competencies as arithmetic, speaking, writing, and capabilities in specific talent areas, have been developed during the ten or eleven years of prior schooling. It is obvious that there is a need to revive and stimulate these interests and skills so that they may be used in the occupational field of the student's choice. Many times it is only necessary to point out how these skills, talents, etc., can be used practically in a working situation. This can result in real enthusiasm for something that has seemed only drudgery before this new awareness.

After relating the field of distribution to the resources of the individual, the next logical step is to decide on a career. In our outline we call this element "SELECT A TARGET." Here again we are involved in an orientation process. This time we are concerned with pooling the information we have about distribution and about the individual and relating this combination to a specific career that is indicated by the learnings of the past. Careers and opportunities, the status, nature and conditions of the work are all necessary for educated choices of a career objective. After discovering "what it's all about," then the student will recognize the special skills and knowledge that he will need for success on the job. At this point in the preparatory program the "technical skills" needed will be developed so that the trainee will have technical capabilities with saleable value.

The final unit in this outline is "SECURING AND KEEPING EMPLOYMENT." This is the culminating effort of this one-year program and the result will, hopefully, be a job which will sequentially become a possible training station for succeeding cooperative classes. Other implications for this program are seen in utilization by seniors leading directly into the world of work, or progressing to post-secondary D. E.

Small schools who cannot offer a total distributive education program, or schools located in areas not served by a merchandising complex capable of providing sufficient work-training stations for a regular "co-op" program, are logical participants in preparatory distributive education programs. The importance of distribution in the world of work, and the dynamic changes anticipated in this direction, should certainly encourage progressive educators toward highly significant new educational offerings in the State of Washington.

INTRODUCTION TO DISTRIBUTION
A First View

GENERAL OBJECTIVES:

Today our system of distribution shoulders a responsibility of efficiently distributing a gross national product of 660 billion dollars, and already scholars in the distribution field are forecasting a trillion dollar economy by 1970.

The growth of distribution, plus its changing nature, is forcing changes in the methods and techniques of distributing America's goods and services. All this has resulted in demands upon our educational system to turn out, for employment in these areas, people with a broad understanding of marketing and distribution. These people must be able to cope with high level skills now being brought into existence by advanced computer technology and fast-moving modern concepts.

Our objective is to try to meet these changes with a new approach to Distributive Education. This publication is developed as a broad and basic program of training in the field of distribution. It should help the student to realize the opportunities offered in the specialized areas comprising the distribution system, and then do something about it.

The material presented herein is offered in a sequence that was arrived at after a great deal of research and consultation. It is suggested that this order be adhered to whenever possible during the initiation of this program so that the results of its use can become a matter of record.

Time values have not been assigned, as individual situations require individual attention. The curriculum committee has agreed that the material as outlined should be covered over a period of one school year on the basis of one hour per day.

This publication or teacher's guide is intended for suggestive use only. The instructor should use individual initiative to become informed on basic information contained in textbooks and periodicals.

Those involved in this research project visualize maximum effectiveness in the presentation of this basic course only if the functioning teacher recognizes the fact that at present there is no one text that can be used for this type of education. The teacher must use supplementary material to a great extent. Traditional lecture--study-test methods are not recommended. Knowledgeable educators in DE are united in the philosophy that participation experience projects are the most effective means of disseminating information and skill components to student trainees. The distribution laboratory is a good label for this "first look at Distribution."

Further philosophical leanings are toward a very specific focus on the learner's needs, the development of individual relationships and a concentration on the very important element of the future satisfaction that the worker will eventually derive from his work.

If we are to give these thoughts extreme implementation, we will have to come up with well-defined PEOPLE - CENTERED program planning. This means that we should identify the wide spectrum of distributive and related occupations and the entire range of characteristics of individuals who work in these occupations. The goals, drives and satisfactions sought by workers in these occupations during the course of their career development should be considered to be of the utmost importance.

SELECTED SPECIFIC OBJECTIVES:

The primary purpose of basic distribution, (first year course), is to prepare the student for his initial job in the field of distribution. This is done by familiarizing the student with the availability of careers; developing an interest in these careers, and finally developing skills, knowledge, attitudes and habits necessary for success in distributive employment.

Preparatory programs should be conducted under the "participating experience project plan." Student participation activities can be utilized to provide many of the experiences that students otherwise would obtain through on-the-job training. As with the "cooperative plan," the P.E.P. Plan Instructional Program is developed around those occupational competencies needed in a specific distributive occupational field. Obviously this system of relating directly to a narrow career objective cannot be used during the early stages of this type of program, as initially we are concerned with exploration to some degree, and the pupil would be misguided if we were to insist on a specific career before he or she has had an opportunity to learn what it is all about. The P.E.P. will, however, stimulate maximum response in such areas as personality development, self assurance etc., at this stage of the course, and as such has valuable connotations for its use.

After an understanding is developed, then the participation activities should definitely simulate those experiences usually acquired through on-the-job training in a distributive occupation.

ABOUT PROJECTS:

The student participation activities may include individual and group projects, individual study, and projects organized around classroom laboratory facilities. Because of changing employment requirements, programs of a preparatory nature should utilize the subject matter of the other vocational educational services such as Home and Family Life, Agriculture, Office Occupations, and Trade and Industry.

All project training activities must be directed and coordinated by the school. This method required the use of many techniques of teaching and many learning devices. This concept of projects is not new. In the past almost all superior teachers used some of these devices in the knowledge-building processes.

We hope that by focusing the spotlight on this method, a thoroughness will evolve that will produce a superior product--the well-oriented, capable employee for the world of work .

This definition of a Project, as outlined in the Dictionary of Education, may be helpful to the coordinator when he is planning projects to be used in the P.E.P. Program:

"A project is a significant practical unit of activity having educational value and aimed at one or more definite goals of understanding; involves investigation and solution of problems and, frequently, the use and manipulation of physical materials; planned and carried to completion by the students and teacher in a natural, 'real life' manner."

Every project should have a purpose, a problem and a possible solution.

THE PREPARATORY TEACHER:

The preparatory teacher must have personal traits that are desirable from a guidance point of view. He must have respect for democratic processes and an interest in occupations. (His view-point must of necessity be that of a personal interest in each individual. He must have respect for the views and attitudes of each student and his opinions. He will not try to promote his pet occupations, but will inform as to possibilities in all areas.

To be successful in preparatory teaching a teacher must have, and continue to have, experience in business. A teacher whose only experience has been classroom work and university training is poorly equipped to discuss the world of work with the student. The preparatory teacher is aware of such factors as external influences affecting the occupational situation. Unions, memberships, and civic and social influences are all to be considered in teaching pre-entry information.

DEFINITION OF TERMS

Distribution (Basic) is the introduction or first year course in education for distributive occupations. It is generally an eleventh grade subject; however, it should be available in schools with relatively small enrollments and schools in urban "bedroom" communities unable to support distributive education prior to the Vocational Educational Act of 1963, which provided for preparatory training.

Distribution (Applied) is a continuing course for persons taking a vocational curriculum or a major sequence in Distributive Education. It is a twelfth year subject and it should be available to those who have evidenced a strong career interest in a specific distributive occupation and who have completed Distribution (Basic).

Distributive Education identifies a program of education designed to provide instruction in distribution and marketing. As a program, distributive education includes high school, post-high school, and adult programs for employees, managers, and proprietors engaged in distribution. It also includes preparatory training for prospective distributive workers. The scope of the Distributive Education program is extremely broad and covers retail, wholesale, service occupations, and some facets in the industrial area. The program is concerned with people engaged in distributive occupations.

Distributive Occupations are those followed by proprietors, managers, employees, and prospective employees, engaged primarily in, or training for, positions involved in the marketing or merchandising of goods or services. Such occupations may be found in various business establishments including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing. Distributive occupations do not include trade, industrial or office occupations.

Cooperative Occupational Experience is planned and supervised occupational experience for pupils enrolled in Distribution (Applied) wherein pupils work in business establishments for pay, under the supervision of a certified teacher-coordinator.

DECA Club Program refers to an approved youth organization in distributive education. Club activities are co-curricular and afford leadership opportunities within the framework of the educational program.

Advisory Committee refers to a group of several persons representing various agencies interested in the cooperative experience program. The committee usually consists of various employers, employees, and representatives of other interested groups.

Teacher-Coordinator is the individual responsible for the instruction the pupils receive, and for the operating procedures of the program. He determines, to a large extent, the direction and the pace of the cooperative program.

Coordination refers to all those activities performed by the teacher-coordinator which are designed to integrate classroom instruction and on-the-job experience of the student-learner.

PROVISION FOR FLEXIBILITY

Distributive Education classes are available on a one or two year basis to high school juniors and seniors. Work experience is required in the Distribution (Applied) programs offered during the senior year. Distribution (Basic) which utilizes project training rather than work experience, is available during the eleventh or twelfth year, depending upon the local situation. This type of programming allows participating schools to offer programs tailored to meet individual student needs. Some pupils in some situations will profit most from the type of program which delays work experience until graduation; others will attain desired vocational competencies primarily through supervised work experience.

Since there are many job opportunities in the broad field of distribution available to graduates with widely varying abilities and talents, Distributive Education is destined to become an integral element in the program of studies of every comprehensive high school.

Possible programs can be organized along the lines indicated by the following format:

Large comprehensive high schools

1. Distribution (Basic)(one hour, one year) offered to juniors as a prerequisite to Distribution (Applied).

2. Distribution (Basic) (one hour, one year) offered to seniors who are employment-bound upon graduation or who are comtemplating enrollment in a post-secondary DE course such as Mid-Management.

3. Distribution (Applied) (one hour, one year) offered to seniors who have had Distribution (Basic) in the junior year. Involves cooperative work experience.

4. Distribution (Applied) (2 hours, 1 year)* is offered to seniors who have had Distribution (Basic) during their junior year. This course involves cooperative work experience.

   A. Distribution Applied could conceivably be developed into several offerings on the senior level.

   B. Distribution Applied General would be offered as it is traditionally or as an amalgamate of assorted career objectives.

   C. Distribution Applied Specific would be offered for specialty areas such as Grocery, Service Stations, Restaurants, and in selected areas of Agri-Distribution.

   D. Distribution Applied Specific very logically could be offered to a senior group which has indicated 100% interest in Retailing.

   E. Distribution Applied Traditional. This is the traditional Distributive Education cooperative program which is currently in vogue in a majority of areas served by D.E. It is a 2-hour (senior only) program which involves a minimum of 15 hours per week of cooperative work experience. This would provide flexibility for those students whose objectives were not extablished prior to the twelfth grade considerations.

Smaller high schools and districts in which there is a shortage of potential training stations could use variations of the above computations to tailor a program to suit the community. A conceivable approach to the needs of a

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* This approach is recommended by the coordinators who were involved in early pilot programs in Washington State. The one-hour Basic Distribution followed in sequence by the 2-hour Applied Distribution has achieved majority approval by the Curriculum Committee.

small community would be a senior Distribution (Basic) which would not preclude the possibilities of a cooperative work experience situation for a portion of the class.

It is the intent of the State office to build into the regulatory medium a means for flexibility that will lead to a positive approach to the education needs of those interested in distributive occupations.

DEVELOPMENTAL CHARACTERISTICS OF HIGH SCHOOL STUDENTS

Physical Development, Ages 15, 16, 17 and 18

Growth rate

At 16 to 18 maturity in height and weight is almost achieved.

Sex differences in the rate and timing of physical growth exist.

Characteristic bodily proportions are developed, such as high waistline, high hipline, broad shoulders, long arms and legs, and large hands and feet.

Maturation level

By the last year in high school, a few boys have achieved the psychological maturity of the girls.

Both are developing adult sexual characteristics. Girls tend to mature about 1 or 2 years earlier than boys. Both are concerned about changes taking place in their own bodies; for example, most boys begin to shave, and girls are concerned with the size of their hips and breasts.

Muscular development

Some expend much more energy than is advisable.

Boys at this period gain greatly in muscular strength.

The pupils' physical coordination and dexterity equals or exceeds that of most adults.

They participate more in such individual sports as tennis, swimming, and golf. Most boys still prefer group games.

Dentition

Interest in the appearance of teeth; time is devoted to their care.

Organic development

The growth of the heart often lags behind that of the arteries and so heart strain by overexercise is possible. Sometimes pupils experience faintness, heart palpitations, and digestive disturbances.

Pupils are relatively free from infection.

They continue to have large appetites.

Girls have relatively little menstrual pain, although some discomfort may be felt. Irregularity causes some unnecessary concern. Failure to begin menstruation by 18 is not unnatural, but often causes anxiety.

Interest is centered on physical development--girls because of weight and figures--boys so that they will be in condition for athletics.

Mental Development, Ages 15, 16, 17 and 18

Space, time and number concepts

Pupils of this age demonstrate increasing interest and ability to utilize these concepts in discussing the larger social, economic and political issues of the day.

Personal and impersonal interests

They seek to establish themselves as independent and mature persons; in doing this, they often develop a highly critical attitude toward themselves and their endeavors.

They usually are interested in personal appearance.

They sometimes develop religious doubts; but these are not deep-seated or of long duration.

They are developing a sensitivity to the opposite sex and begin to think seriously of the qualities desired in a prospective mate.

There is an increased desire for successful human relationships.

Realistic and imaginative interests

Emphasis is upon a realistic approach in facing crucial problems of living; they attack their problems with more directness than previously.

They are deepening their interests in aesthetic and intellectual activities; their interest is centered upon vocational plans, the development of a talent, or the pursuit of a hobby.

They seek work outside the home to supplement allowances.

It is a period of faith in social progress and their ability to participate.

Ability to make comparisons and see absurdities

There is increased ability to see differences and incongruities between abstract words.

Ability to see causal relationships

They recognize that the data for solving the problems of a society come from both the past and the present, and can be used in drawing conclusions concerning the future.

They exhibit a growing comprehension of the larger social, economic and political issues of the day.

Ability to generalize and make judgments

Young people of these ages form opinions on general social matters such as war, crime, and birth control, but their opinions still reflect their family pattern of belief.

Attention span

This is increasingly dependent upon the person's choice of and interest in the situation.

Language development

There is greater facility in expressing ideas.

There is an increased ability to recognize the importance of abstract connecting words in the comprehension of a sentence.

They are more capable of intellectualizing their experiences than at earlier levels.

Boys' reading preferences shift from adventure stories to stories of real exploits. Girls prefer current light fiction.

Social Development, Ages 15, 16, 17 and 18

Methods of social contact

Pupils desire to follow patterns in much of their social life.

Some endeavor to achieve status through competition with others in the group.

They have keen interest in obscene stories and jokes, and they have desire to indulge in vulgar language; these are means of gaining prestige.

They attack problems and difficulties with more directness than previously.

Immature boys and girls tend to explore personal relationships vicariously, in fiction or biography and in the movies. They often find ideal persons whom they admire and respect.

Race attitudes

Pupils beging to build personal philosophies in which basic principles appear.

The opinions of boys and girls still reflect the family pattern or belief.

Nature of social values

Many of the social values held by these young people are still superficial. "Good looks", poise in social behavior, and financial standing are still important social criteria.

Pupils are interested in learning about the ways of the world and curious about the intricacies of personal relationships. Their ability to understand other people's attitudes and to arrive at more stable relationships with them is improving.

Extent of social interest

Pupils begin to realize mutual obligations and responsibilities of persons in social relationships.

They become more distinctly aware of the importance of the community because it provides jobs, recreation and social opportunities.

Usually a growing comprehension of the larger social, economic and political issues of the day is exhibited.

They believe that human life can be bettered, and many of them accept responsibilities and privileges of social progress.

Response to authority

Pupils desire to achieve status as individuals outside of the family, and to be as acceptable as possible to their peers in both individual and group relationships.

They shift from desiring family protection to wanting to give protection.

They are highly sensitive to the reactions of their parents, despite their carefully camouflaged feelings toward them. They spasmodically accept and reject parents and teachers.

They often seek some adult person as a confidant.

They gradually withdraw their role as recipients of parental affection and guidance, and refuse to accept the hitherto established forms of family behavior. They bitterly resent parents' not permitting them to grow up.

These young people dream of being absolutely independent, as they imagine adults are.

They usually conform to the customs of a self-selected group, and follow adolescent fads.

Sex Grouping

Pupils desire to have friends of the opposite sex and to date.

Girls of this group are more secure if accepted by a select group--not everyone. Boys are somewhat afraid to go with girls who do not have prestige, for fear of losing their own status.

This is a period of love affairs and cliques. Friendships, also, tend to become more lasting.

Occasionally they fall in love with older members of the opposite sex. Boys, however, are most often attracted to girls somewhat younger than themselves.

They frequently revert to friendships with their own sex if they experience disappointment in heterosexual attachments.

Emotional Development, Ages 15, 16, 17 and 18

Sources of conflicts

Some of these young people feel awkward and embarrassed because of increasing size, skin eruptions, and body odors.

They often have conflicts with younger children in the family because of the differences in social standards.

A good deal of insecurity is shown in a highly critical attitude during this period. They are critical of themselves, of their family, of their school, of their church, and of their possessions.

Pupils of these ages frequently raise questions regarding religion.

They develop greater family consciousness, and are often embarrassed or ashamed of parents who have not made a success of their marriage or business affairs.

They fear to appear "peculiar", different, or conspicuous in any way. They want to be adequate, both mentally and physically, in terms of the standards of their group.

Many are investigating ways of financing their college careers.

In their striving to be independent they may even accept blind-alley jobs.

They are disposed to feel inadequate as they face decisions of far-reaching importance in such areas as further education, vocations, sex, marriage and religion.

Range of feeling

They have decided likes and dislikes.

They deeply resent parents who do not allow them to grow up.

They dream of being absolutely independent as adults.

Religious feelings and high ideals are a paramount concern.

. . . . Excerpts from Curriculum Bulletin #12
Cincinnatti Public Schools

ADMINISTRATIVE CONSIDERATIONS

Time Requirement

Distribution (Basic) is organized as a two semester offering on a single period basis for grades eleven and/or twelve. In certain situations it may be advisable to start the first semester of Distribution (Basic) at midyear and to complete the second semester during the summer session or the ensuring fall term. Combinations of offerings in distributive courses creates a great deal of flexibility in programming, and the method of presentation may be altered to fit local needs. Distribution (Applied) is not recommended as a summer school course; instead, it should be taught during the regular school year, to seniors, and should be supplemented by supervised cooperative work experience.

Prerequisites

The learning experiences of distributive education are directed toward the development of basic skills, technology and social competence. A person who can function well in these areas is virtually assured of success in distribution. There are no formal course prerequisites for enrollment in Distribution (Basic). Ability to handle fundamental arithmetic processes, basic communication skills, desirable personality traits, appearance and attitudes must be considered as qualifying factors for enrollment. Without a doubt Distribution (Basic) does possess certain occupational values for virtually any high school junior or senior. On the other hand, enrollment in Distribution (Applied) should be limited to those who have demonstrated a career interest in the field of distribution and are able and willing to make occupational utilization of the instruction. Students who could not profit by instruction in D.E., who could not master the discipline of distribution, or for whom such education should not be applicable, should not be enrolled.

It is recommended that students interested in following a career in distribution begin preparation no later than the junior year. Indications are that students taking distributive education courses in both the junior and senior years are more effective in their chosen career.

Questions are sometimes raised as to whether students who hope to go to college should enroll in Distributive Education courses and whether students can take the necessary courses required for college entrance in addition to Distributive Education. In the first place, all students should be encouraged to secure as much education as possible. College preparatory students who plan to major in such areas as business administration, Distributive Education, advertising, retailing, or other kinds of business curricula in college should be encouraged to enroll in Distributive Education. However, it should be assured that they also take all of the required courses for entrance into institutions offering majors in these areas. This is not too difficult for a student with

the ability to profit by college education. There are excellent career opportunities for students who follow these courses in colleges, both in business and as teachers of Distributive Education.

Teacher Requirements

Teachers in Distributive Education must meet certain requirements for certification. They come from two sources: (1) colleges and universities where they have majored in distributive, technical and education courses and (2) various fields of business.

Since a primary objective of the program is to prepare youth for gainful employment in distribution, the coordinator must have knowledge of the field through actual business experience. College preparation in business administration, economics, basic business or marketing is preferred but not required.

Meeting the minimum requirements for certification will never assure competency. Other factors, not measurable but probably much more important, are the applicant's personal qualifications, attitudes and abilities. The coordinator should be generally well educated, speak and write effectively, and be able to work cooperatively with faculty members and business leaders in the community. In addition he should have a sincere interest in teaching and guiding young people into realization of their fullest potentialities.

Ideally, a teacher coordinator should be allowed the equivalent of one period daily for coordination purposes for each period of assigned classroom instruction. In a six-period day, this arrangement would provide three periods of classroom instruction and a comparable number of periods for coordination. The allocation of only one period daily for coordination purposes results in unavoidable problems and usually in unproductive use of the limited time available.

Equipment Requirements

A growing awareness of the importance of a properly equipped Distributive Education classroom laboratory has occurred. As the goals for the Distributive Education Program have been expanded and upgraded to include career interests, the need for specialized instructional tools and facilities to achieve more sophisticated vocational objectives is obvious.

The newly announced major sequences and the vocational Distributive Education curricula without the work experience requirement reflect the values to be derived from in-school classroom laboratory training for distributive occupations. As in the past, participating employers are not always in a position to provide management-oriented work experience to typical high school pupils. On the other hand, the Distributive Education laboratory, which in some cases also functions as a school store, can afford a realistic setting for the provision of supervisory, owner-manager, decision-type training, and experience.

The suggested list of equipment and supplies reflects current thinking in the field and can be used as a general guide by the teacher-coordinator in determining his local requirements.

EQUIPMENT AND SUPPLIES CHECKLIST

Forms

- Application Forms
- Inventory Forms
- Sales Checks
- Stock Forms
- Working Paper Applications
- Miscellaneous

Furniture and Facilities

- Filing cabinets
- Storage cabinets
- Counters
- Wall cases
- Display cases
- Trapezoid tables
- Armless chairs
- Clock
- Waste Baskets
- Mirrors
- Magazine racks
- Show window
- Floor risers
- Functional platforms
- Bookcases
- Supply case
- Sink
- Coordinator's office
- Extension telephone
- Teacher-coordinator desk and chair
- Student study alcove
- Partition--(accordion type)
- Electrical outlets
- Acoustical ceiling

Machines

- Cash register
- Measuring devices
- Price ticket marker
- Adding-listing machine
- Duplicating machine
- Typewriter
- Paper cutter
- Sign printing machine
- Jig saw

Machines (continued)

- Tape machine
- Staple gun
- Multiple-hole punch

Reference Materials

- Sales manuals
- Manufacturers' guide
- Manufacturers' displays
- Library reference books
- Trade magazines, newspaper
- Fashion magazines
- Mail order catalogs
- Dictionary
- City directory
- Maps

Supplies

- Books-receipt, class
- Bags
- Duplicating materials--master sheets, fluid
- Tape-gummed
- Swatches
- Envelopes--plain, manila
- Erasers-chalkboard, typewriting, art gum
- Felt point pens-assorted
- Brushes-lettering, paint paste
- Folders and guides
- Workbooks
- Charts
- Chalk-white and colored
- Compasses-drawing
- Crayons-assorted colors
- Glue
- Ink-India, blotters
- Lettering supplies--penholders and points cleaner
- Paint-poster, oil, showcard
- Paper-showcard, bond, carbon, construction corrugated, drawing, casel, poster, onion skin, tracing, wrapping

Supplies (continued)

- Ribbons
- Rubber--bands, cement
- Shears
- Stationery--cards, paper
- Staples
- Paper clips
- Pencils
- Stencils, lettering, duplicating
- Tacks
- Filing--cards, folders
- Rulers

Visual Aids

- Chalk boards
- Bulletin board
- Blackout blinds
- Opaque projector
- Slide film projector
- Movie projector
- Mannequins
- Lights--sport and flood
- Exhibits
- Merchandise--actual, props
- Posters
- Charts
- Tape recorder--standard, transisto
- Screen
- Flannel Board
- Easels
- Polaroid Camera

THE CHALLENGE IS YOURS

Instruction in distribution and occupational guidance to be effective, must be a product of superior teaching. The student-oriented teacher will take every opportunity to teach beyond traditional limits. He will make sure that the student is prepared and encouraged to gather facts, sift those facts to gain knowledge, and then utilize this knowledge to develop understanding.

Students should be excited and stimulated by the possibilities furnished by knowledge-gathering. Extensive reading from many sources should be a product of this interest. Local resource materials and personnel of all sorts should be used in the study of community business. Students should be aided in developing the ability to engage in research activities. Individual and special needs of each student should be recognized so that expanded understanding of the student's primary interest will be achieved.

Do not be trapped by the traditional walls of obsolete methods and curricula. Step out into an instructional pattern that will motivate the student to gain broad understanding concepts. The result will be the thrill of a job well done.

selecting an occupational goal

UNIT 1 - OUTLINE

AN INTRODUCTION TO DISTRIBUTIVE EDUCATION AND UNDERSTANDING THE IMPORTANCE OF DISTRIBUTION IN OUR ECONOMY

OBJECTIVES: **As a result of this unit the student trainee should:**

1. **Know the scope of the distributive education program.**
2. **Understand the importance of education for distribution.**
3. **Know that America's prosperity depends upon distribution.**
4. **Realize that almost all employment in our country requires distributive knowledge and abilities.**
5. **Understand that everything we use and all of our physical surroundings have been provided by the distribution of goods and services.**
6. **Know the relative number of people employed in distribution as compared with other fields.**
7. **Understand that America's standard of living is determined by distribution.**

DEVELOPMENT

Show the Sears Roebuck film, "The Story of Distributive Education."

Describe briefly the types of available programs in local institutions, ask a recent graduate to speak on post-high school educational opportunities.

CONTENT

I. INTRODUCTION

A. SCOPE OF THE DISTRIBUTIVE EDUCATION PROGRAM

1. **Definition of distributive education**
2. **Types and levels of institutions providing training**
    - a. **High schools**
    - b. **Adult classes**
    - c. **Colleges; two and four year**
3. **Specific objectives of the Distributive Education Program**

DEVELOPMENT

Invite one of last year's D. E. graduates to speak to class.

Explain in detail what will be expected of the pupil from the standpoint of classwork, reading assignments, notebooks, tests, grading, display work, and school store assignments. Projects such as demonstration sales, manuals, field trips, and other planned activities should be explained. Devote sufficient time to classroom discussion and explanation of each of the stated objectives since students will be questioned by employers and parents about various facets of the program.

CONTENT

a. Aims and objectives of the High School Distributive Education Program

(1) To provide general education in business activities
(2) Training of immediate vocational value in merchandising
(3) Personality development
(4) Provide economic self-sufficiency before graduation
(5) Teach specialized basic business activities
(6) Leadership training and group participation
(7) Coordinate theory and practice
(8) Furnish local businesses with trained help
(9) To provide the student with an opportunity to discover whether or not he is interested in and capable of pursuing a career in distribution.
(10) Gives the student an opportunity for an objective self-evaluation of occupational abilities and aptitudes
(11) Others may be supplied by the coordinator
(12) To enable pupil to bridge the gap to the world of work
(13) To furnish businessmen with an interested, oriented group of young people seeking careers in marketing.
(14) To assist in improving techniques of distribution by more effective preparation of prospective employees

b. Upon completion of the full Distributive Education course, a student should have learned:

[redacted]

Devote sufficient time to classroom discussion and explanation of each of the stated objectives since students will be questioned by employees and parents about various facets of the program.

[redacted]

- **(1) How to develop and improve upon personality.**
- **(2) How to sell, using proper selling techniques**
- **(3) How to gain and use specific merchandise information**
- **(4) How to do the mathematics involved in store work**
- **(5) About business organization and management**
- **(6) About merchandising principles and practices**
- **(7) Window and counter merchandise display art**
- **(8) Why businesses advertise and how ads are developed and used**
- **(9) How to use correct English and grammar in business**
- **(10) How distribution fits into the total economics framework of our free enterprise system**

4. Advantages of D. E.

a. The Student

- **(1) Gains actual business experiences**
- **(2) Acquires knowledge and attitudes necessary for top job performance**
- **(3) Learns to assume responsibilities**
- **(4) Learns to work with people and for people**
- **(5) Develops personality and poise**
- **(6) Learns to handle personal income**

[redacted]

[redacted]

(7) Learns to be a better consumer
(8) Develops qualities of good citizenship
(9) Makes satisfactory transition from school to full-time employment
(10) Ultimately enjoys the four freedoms of a good salesperson:

    (a) Freedom from fear of getting fired -- as long as he is producing, because no company will fire a man who is a source its business
    (b) Freedom from being underpaid for good work - because he gets paid in direct proportion to how much he sells at a commission rate
    (c) Freedom from office politics--because no company can afford to judge him by any standards other than how much he sells, and his sales are a matter of indisputable company record.
    (d) Freedom from getting stranded in a low-wage bracket--because he can increase his earnings in accordance with his increasing sales ability and his desire to work.

(11) Coordinator should supply others

b. The Employer

(1) Obtains pre-selected part-time help
(2) Gets opportunity to train future full-time employees in his own system
(3) Secures a more thorough, extensive program of training

Elaborate on the statement that "Nothing Happens Until Somebody Sells Something."

No Sales -- No Jobs.

(4) Has opportunity to express ideas regarding school program and planning
(5) Can gain positive public relations through cooperation with the school
(6) Affords opportunity to make a unique contribution to the extension of the community's educational facilities
(7) Can take advantage of a training program which many small firms could not afford otherwise and which supplements the planned training programs of larger firms
(8) Enables business in general to obtain immediate, trained, part-time employees
(9) Builds a backlog of trained personnel for the future

c. The School

(1) Can project itself into the community and encourage better school-community relations
(2) Can enrich the curriculum by providing a work-experience laboratory necessary in preparation for specific occupational goals
(3) Can provide inexpensive education inasmuch as there is no cost for laboratories (business organizations of the community provide the laboratory facilities)
(4) Can keep abreast of business trends.
(5) Has a direct avenue for meeting the community's needs
(6) Can hold a greater number of youth in school longer and provide more meaningful vocational guidance activities
(7) Develops good school-community public relations

d. The Community

Note: This section is meant to be introductory only, a detailed study is found in the course outline unit Economics of Distribution

- (1) Can retain better young people, after graduation, in community
- (2) Is provided with a constant labor resource
- (3) Can benefit through actual cooperation with the school
- (4) Builds up a citizenry which has learned the advantages of our free enterprise system in a democratic society
- (5) Is better served through more efficient production and distribution

B. IMPORTANCE OF EDUCATION FOR DISTRIBUTION

1. Importance of Distribution

a. The growing dependency on distribution

- (1) Increase in population
- (2) Growth of national income-the "affluent consumer"
- (3) Geographical shifts in population with resultant shifts in consumption patterns
- (4) Expanding wants and needs
- (5) Growth in national production
- (6) Increased need for efficient distribution of products: Mass production requires mass distribution

b. Importance of the salesman in distribution

- (1) Salesmanship is biggest force in sustaining high standard of living
- (2) Salesmen create demand, then help buyers find the means to satisfy that demand
- (3) It is the salesman that informs the consumer about new products

These are the prime movers of goods.

(4) Salesmanship leads incentive to the concept of free enterprise, the basis of our whole economic system
(5) Any breakdown in the selling chain most often occurs at the point of sale
(6) Consider the chaotic impact of a nation-wide salesmen's strike

c. America's great productivity needs an outlet.

d. Our distribution system is responsible for moving this great output. More than 50 percent of the country's labor force is employed in this function

(1) Manufacturers
(2) Sales Branches
(3) Agents
(4) Brokers
(5) Wholesalers
(6) Retailers

e. The prime movers of goods are assisted by important distributive activities.

(1) Transporters
(2) Warehouses
(3) Sales promotion experts
(4) Salesmen
(5) Advertising agencies
(6) Financial
(7) Marketing research experts
(8) Risk takers (insurance)

II. REVIEW THE DEFINITION OF DISTRIBUTION

A. Distribution is the performance of business activities that direct the flow of goods and services from producer to user.

B. Distribution is a total system of interacting business activities designed to plan, price, promote and distribute products and services to present and potential

Discuss briefly the key topics and activities to be included in Distribution (basic) and Distribution (applied).

Explain in detail what will be expected of the pupil from the standpoint of classwork, reading assignments, note books, tests, grading and school store assignments.

customers.

C. These definitions help us to understand the broader aspects of distribution, but they do not indicate what people do in the field of distribution.

  1. Let's look at what takes place between the time that the goods leave the producer's hands and get placed in the user's hands.

III. BASIC CONTENT AND OBJECTIVES OF FIRST-YEAR COURSE

A. Emphasis on understanding the field of distribution

B. Discovering and developing personal resources for an occupational objective

C. Developing a job-getting skill and techniques for a successful job campaign

IV. CONTENT OF SECOND-YEAR COURSE

A. Emphasis on special area skills

B. Leadership development

C. Visual merchandising

D. Merchandise information

E. Creative merchandising

F. Ownership and management concepts

G. Advanced Salesmanship

V. CONTENT OF NEARBY MID-MANAGEMENT PROGRAM

A. Relationships to High School

[redacted] [redacted]

B. **Special area served by various M-M community colleges**

C. **Scope of training available locally in adult D. E.**

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Distributing America's Goods, Sound, black and white, 11 minutes. Considers distribution costs of the producer, wholesaler, retailer, and costs of transportation in determing the price of goods. Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois

Distributive Education, One and a half reels, black and white, $2.50. Shows the combined work study high school program which is designed to train students in the various operations associated with the distribution of goods and services. Film Production Services. 1963.

Distributive Education What It Is - How It Works, 35 mm, color, filmstrip, 23 minutes. American Petroleum Institute, Marketing Division, 1271 6th Avenue, New York 20

The Give and Take, 26 minutes, color. A picture of enormous scope on the subject of world trade, showing the need of man for his fellow man so that trade and barter in world commerce can be continued for the betterment of all. #1635 Vokswagen of America. Rarig Presentation Services, Inc., 2100 North 45th Street, Seattle, Washington

Small Businesses, U. S. A., Story about small business with points of guidance about managing, buying, selling, accounting and other business skills. Dun and Bradstreet, 33 minutes, Rarig Presentation Service, Inc., 2100 North 45th Street, Seattle, Washington

The Story of Distributive Education, 21 minutes, color. This film shows how a D. E. Program was set up in a typical community--from the school board authorizing funds to getting the community behind the program. Association Films, Inc., 25358 Cypress Avenue, Hayward, California

UNIT 2 - OUTLINE

THE PROFIT MOTIVE - FOUNDATION OF AMERICAN BUSINESS

OBJECTIVES: As a result of this unit a student-trainee should:

1. **Understand how the strength of our distributive system depends upon competition and profit.**
2. **Understand the nature of the American economic system.**
3. **Be aware of the fact that we enjoy economic freedom.**
4. **Realize that the profit element can be in many and various forms.**
5. **Be aware of the significance of private ownership of capital, competition, the profit motive, and risk and profit.**

[redacted]

Assign appropriate readings and reports. See chart on Comparison of Economic System (Participation activities projects).

Explain its use in England, Scandinavian countries, etc.

Develop with students a composite chart of characteristics of the four systems

[redacted]

I. COMPARISON OF ECONOMIC CONCEPTS UNDER VARIOUS FORMS OF GOVERNMENT

A. SOCIALISM

1. Definition - advocates social ownership of most land, capital and major industries; abandons the profit motive.

2. Basic tenets

a. Productive wealth

(1) Owned by the state
(2) The state is the only employer in major industries.

b. Production for use is substituted for production for profit.

c. Competition in industry is abolished.

[redacted]

Discuss and point out examples. Cite examples of government owned and operated business in this country. Draw a complete picture so that the student will have a real picture of socialism.

Develop a chart showing many local planning boards, responsible to several state boards, to one national board.

Explain use in Russia, its satellites, and Red China. Explain proletariat as "the people."

Basic reason international communism is dangerous. Cite examples of the failures of communism in Russia and China. Agriculture and goods production.

[redacted]

3. Program

a. Large industries are owned by the central government.

b. Small industries are owned by local governments.

c. Only government produces and sells goods.

d. Government fixes prices

e. All who are able to work must work.

f. All who are unable to work are provided for by the State.

4. Purpose - to give each deserving person a larger amount of goods and services.

5. Plan

a. Local planning boards develop production plans.

b. Report to State boards

c. Report to national planning board.

B. COMMUNISM

1. Definition - ownership by the proletariat of all land, capital, business. Abandons the profit motive.

2. Basic tenets - similiar to socialism except:

a. Everything belongs to the state.

b. Force is a legitimate means to achieve communism.

c. Individual freedom must be put aside for the good of the masses.

[redacted]	[redacted]
	d. Eventually, when the doctrine is universally accepted, political government presumably will not be necessary, and will vanish.
Explain its use in Nazi Germany and Fascist Italy.	C. FASCISM
	1. Definition - advocates keeping production in the hands of a class of leaders, to retain a semblance of capitalism.
	2. Basic tenets.
List and explain each point, making comparisons with socialism and communism.	a. The state is supreme; it can do no wrong.
	b. The individual has no rights the government must respect.
	c. Planned economy, where private and public wealth must be used as government directs.
	d. Owners and workers are organized and "educated."
	e. Totalitarian - all rights are given and/or taken by the government.
	3. Program
	a. Patriotism, national and social superiority are fostered.
Point out practical fallacies of fascism.	b. Fascism concerns itself with every phase of life - art music, culture etc.
	c. Planned economy, fixed production and prices.
Review 1917 communistic revolution, 1920 rise of leaders to combat local communist movements.	4. Purpose - to combat communism
	D. CAPITALISM
Explain "private ownership of capital" and "profit motive" and how they differ from other systems.	1. Definition - an economic order where private ownership of capital and

[redacted]

Point out how it differs from other systems.

Point out examples of each of these ways of making a living.

Have a debate by four students on the merits of the four economic systems.

Discuss "modified capitalism." Point out how it differs from true capitalism.

[redacted]

the existence of the profit motive are fundamental.

2. Individual freedoms
    - a. To own property
    - b. To practice free enterprise
        - (1) Leads to competition
        - (2) Frowns on monopolies
    - c. To contract
    - d. To have economic freedoms
    - e. To have political freedom
3. Nature of the American economic system.
    - a. People may make a living by
        - (1) Ownership of land-(rent)
        - (2) Performance of labor-(salary or wages)
        - (3) Investment of capital-(interest or dividends)
    - b. Fundamental economic concepts
        - (1) Private ownership of land
        - (2) Private ownership of property.
        - (3) Private competition will regulate wages, prices and production.
        - (4) Allow business to make a profit.
4. Opportunities under the American system.
    - a. Choice of where to live
    - b. Educational opportunities for all.
    - c. Choice of jobs
    - d. Opportunity for advancement

Discuss current events as they apply.

Point out the "give and take" aspects of U. S. Citizenship.

5. Basic freedoms in the American system.

  - **a. Freedom from fear**
  - **b. Freedom from want**
  - **c. Freedom of speech and expression**
  - **d. Freedom of conscience**

6. Responsibilities of the individual.

  - **a. Uphold the laws of the land**
  - **b. Stand for what he believes**
  - **c. Take an active part in government**
  - **d. Fulfill civic responsibilities.**

II. FUNDAMENTAL ECONOMIC CONCEPTS OF AMERICAN BUSINESS

A. PRIVATE OWNERSHIP OF CAPITAL

1. Effects of the following:

  - **a. Innovation-product variety**
  - **b. Profit-personal and corporate**
  - **c. Social gain**
  - **d. Standard of living**
  - **e. Future of capitalistic system**
  - **f. Others**

2. Stimulates individuals and corporations to seek ownership of additional capital and/or shares of capital holdings.

American business is allowed to keep its profit. PROFIT is the money left after all salaries, expenses, taxes, and other overhead is taken care of. Profit can be many things: leisure time, a buying trip, freedom to go to work when you wish, etc.

Illustrate by, first showing the spread between the manufacturing costs of an item and compare with the price the consumer pays. (The spread between a $3.00 mfg cost and a $10.00 retail price is quite shocking until all of the elements of distribution are introduced and their function pro rated as part of this spread.

B. COMPETITION

1. Effects of the following:
    - a. Innovation-product variety
    - b. Profit-personal and corporate
    - c. Social gain
    - d. Standard of living
    - e. Future of capitalistic system
    - f. Others
2. Stimulates individuals and business to improve upon product and/or service for personal gain, thus benefiting all.

C. PROFIT MOTIVE

1. Effects the following:
    - a. Innovation-product variety
    - b. Profit-personal and corporate
    - c. Social gain--(society in general)
    - d. Standard of living-personal and society
    - e. Future of capitalistic system
    - f. Others
2. Profit is basic element in A and B above (Private Ownership of Capital and Competition)
3. Freedom to compete and freedom of private ownership of property essential to pursuit of personal gain (profit)
4. Without profit motive, society as a whole suffers

Discuss profit and loss statements. Figure ratios between net profit and gross sales for instance.

Use the daily paper for discussion.

Discuss why profits are necessary. Point out the investment value of profit which creates more jobs. Purpose of this section is to inform pupils of the effects of the laws of supply and demand on prices, production, and indirectly on other factors in a free, competitive society. Use simple examples such as the stock market, or a farmers market. Develop simple graphs to show both supply and demand lines.

D. RISK AND PROFIT

1. **Effect on entrepreneur**
2. **Effect on labor (employee)**
3. **Historical effect on U. S. economic system**

E. PROFIT IS THE REWARD FOR INITIATIVE AND RISK BEARING.

1. **Gross sales, gross profit, costs of goods sold, net profit or loss.**
2. **How is profit calculated**
3. **Sources of profit**
    - **a. Efficiency in management, competition imperfect, control, and sometimes pure luck.**
4. **Profits are necessary**
5. **Profits are sometimes controlled**

III. SUPPLY AND DEMAND

A. BASIS FOR LAWS OF SUPPLY AND DEMAND

1. **The price of goods is determined by the supply and demand of and for goods.**
2. **Law of supply: As the price of any product increases, the greater will be the amount offered for sale.**
3. **Law of demand: The demand by consumers varies directly to the usefulness of the goods, and inversely with the price of the goods.**

DEVELOPMENT	**CONTENT**
Give specific examples such as: "If there is a sudden demand for aeronautical engineers, what would happen to salaries and to the supply of engineers?" "What could happen when supply reaches the demand?"	**B. APPLICATIONS OF THE LAWS OF SUPPLY AND DEMAND** **1. On labor** **2. On prices** **3. On production**

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Competition in Business, 1½ reels, black and white, $2.25. The film explains the concepts underlying business competition and shows how competition and its key factor, variety, are basic to our free enterprice system. Coronet Films.

Crisis in Lindenville, 28 minutes. "Competition--good or bad?" Management's responsibility to a community in which its factory is located. Provides basis for discussion of social significance of business. Source: National Association of Manufacturers, Film Bureau, 2 East 48th Street, New York, N. Y. Free

Distributing America's Goods, 11 minutes, black and white. Animation and diagram make clear the costs involved in getting goods from producer to consumer. Though statistics are outdated, the general principles remain true. 1946. Seattle Public Library

Economics of Trading Among Nations, 3 reels, no time stated. Within a given country different areas differ in their efficiency in producing goods; so do different countries. A simple two-goods situation illustrates the gain for both nations through trade. Program 134. Seattle Public Library

Everyday Economic Terms, 16 mm. Traces the role of the market in reflecting the free choice of the buyer. Source: Modern Learning Aids, 3 East 54th Street, New York, N. Y.

Government and the Market, 30 minutes. Discusses roles government plays in the economy and extent to which government actions modify operations of a free market. Source: Audio-Visual Center, Indiana University, Bloomington, Indiana, $5.25 rental fee, five days.

Introducing the Price System, three reels, no time stated. Three questions, what? How? and for whom? Three basic economic questions reflect scarcity and a necessity of allocating scaree resources. A simple economy producing only bread and milk is portrayed. Then a change in consumer tastes is introduced with what goods are produced, how produced, and for whom produced. Seattle Public Library.

FILMS (Continued)

The Law of Demand and Supply, Sound, color, or b & w, 11 min. Students see how the laws of demand and supply affect business. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois

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The Need for Economic Education, 16 mm. Cites the statistical, economic, and political reasons why economic understanding must be improved in our society. Source: Each film in this series sells at $125 or may be obtained on a rental basis at $10 a week per film. Request from Modern Learning Aids, 3 East 54th Street, New York, New York. A teachers guide is available for use with each film.

UNIT 3 OUTLINE

GOVERNMENT, LAWS AND TAXES AS RELATED TO BUSINESS

OBJECTIVES: **As a result of this unit the student trainee should:**

1. **Understand the reasons for regulation of business.**
2. **Appreciate the importance and scope of government regulations.**
3. **Be familiar with the many federal, state and local laws that affect business and the individual.**
4. **Understand the necessity of taxes and know how they affect business and the individual.**
5. **Be familiar with the rights and obligations of employers and employees.**

Invite a local merchant to discuss government regulations as they pertain to his particular business.

Have a trade association representative review the political action program of his organization in behalf of legislation beneficial to its members.

Invite a local police or fire department official to discuss local safety and building regulations most frequently violated.

I. GOVERNMENT REGULATION OF BUSINESS

A. REGULATION OF BUILDINGS FOR SAFETY

1. Local police protection and fire-prevention practices
    - a. Minimize fire hazards by regular inspections.
    - b. Guard against unsafe building usage.
    - c. Keep sidewalks free of empty cartons, packing materials, trash, and litter
    - d. Keep store aisles free and clear, for quick and safe passage.
    - e. See that fire extinguishers are readily accessible.
    - f. See that electrical wiring and furnaces meet safety standards.

[redacted]

Prepare a chalkboard outline of the major classifications of regulations designed to protect employees and provide for their welfare.
Hand-out literature is frequently available from the Department of Labor and other comparable sources.
Invite a speaker from the State Labor Department to discuss current regulations.

Ask the class why it was necessary for the government to enact laws affecting wholesale and retail pricing.

Discuss in class recent court cases regarding uneconomic pricing that have been reported by newspapers; for example, large firms in the electrical and automotive industries which have been cited for price conspiracy.

Discuss the effect of price legislation on the cost of goods to the consumer. Summarize the major provisions of pertinent legislation on the chalkboard.

[redacted]

B. REGULATIONS IN BEHALF OF EMPLOYEE WELFARE

1. Provision of pleasant and sanitary working conditions.
2. Compliance with minimum wage and hour requirements
3. Adherence to Workmen's Compensation regulations as to coverage and contributions.
4. Provision of adequate disability benefits through proper coverage and contributions
5. Provision of necessary Unemployment Compensation and Old Age Benefits.

C. REGULATIONS OF WHOLESALE AND RETAIL PRICES

1. To prevent injury to competitors
    a. When the seller charges prices at which he loses money
    b. When low prices are made possible by unfair concessions from suppliers
    c. When low prices are offered only to favored customers
2. To avoid uneconomic pricing policies
    a. Promote competition by preventing monopoly and restraint of trade.
    b. Prevent cut-throat competition by giving legal sanction to minimum prices at which goods may be sold.
3. Major pricing legislation affecting retailers

[redacted]	[redacted]
Discuss advantages and disadvantages of resale price maintenance contracts. Have pupils interview local businessmen regarding problems encountered in complying with price regulations.	a. Fair trade laws-resale price maintenance (1) Miller-Tydings (2) Feld-Crawford Act b. Unfair practices laws--minimum resale prices-Sherman Anti-Trust Act
Use Robinson-Patman Act as an example of Federal legislation in this area.	c. Anti-discrimination laws-Unfair price advantage
Have class develop a list of reasons for governmental restrictions on retail credit.	D. REGULATION OF RETAIL CREDIT 1. Limitations by Congress to curb inflation.
Explain to the class the reasons for the passage of laws regulating certain classifications of merchandise. Discuss each law and its impact on the particular merchandise in question. Have pupils prepare brief reports on specific regulatory acts and laws including their affect on the merchandising of the goods involved. Identify and discuss various kinds of retail activities where licensing and legal standards are prescribed.	E. REGULATION OF MERCHANDISE THAT MAY BE SOLD 1. Federal Food, Drug and Cosmetics Act 2. Flammable Fabrics Act 3. The Bedding Law 4. Textile Fiber Products Identification Act 5. Wool Products Labeling Act 6. Fur Products Labeling Act
Have pupils list reasons for licensing requirements in each of the activities cited. Discuss instances and causes for license revocations.	F. REGULATION BY LICENSING 1. Consumer protection through licensing a. Licensing of practitioners b. Licensing of Institutions c. Licensing of business establishments
Discuss the role of the FTC in policing advertising.	G. REGULATION OF ADVERTISING AND SELLING 1. False advertising 2. Bait advertising

Have pupils collect samples of ethical as well as questionable types of advertisements for selected goods and services. Each advertisement should be accompanied by a written statement supporting the pupils evaluation. Ultimately these illustrations should be included in a class notebook kept by each pupil.

Have representatives of regulatory agencies speak to the class on the activities of their organizations. Arrange for a field trip or a class committee visit to the city offices of the Department of Weights and Measures, and the Bureau of Licensing. Committee members should make oral reports to the class about their experience.

Have pupils prepare oral and written reports on major types of taxes paid by merchants. Encourage pupils to use several sources in collecting this information; for example, reading trade publications, interviews with supervisory personnel at business firms, etc.

Local Social Security Offices will send speakers to schools. Have students present the invitation and write the "thank you" letter.

3. Deceptive, fraudulent, and oppressive selling

4. Policing done by governmental and business organizations.

- **a. Better Business Bureaus**
- **b. Federal Trade Commission**

H. REGULATION BY TAXATION

1. Chief taxes levied on businessmen

- **a. Real estate and property taxes**
- **b. Merchandise taxes**
- **c. Occupational license taxes**
- **d. Excise taxes**
- **e. Sales taxes**
- **f. Social Security taxes**
- **g. Chain store taxes**
- **h. Income taxes**

II. GOVERNMENT REGULATION AFFECTING INDIVIDUAL AT WORK

A. LAWS CONCERNING THE INDIVIDUAL STUDENT

1. Social Security

- **a. It is insurance for you and your family providing for retirement and for survivor benefits.**
- **b. It is paid by you and by your employer for you.**
- **c. The amount that will be received is dependent upon:**

[illegible]

Possible to get speaker from Local Department of Labor and Industries office also.

All students should be required to apply for, and get a social security card at this time.

A supply of Work Permits should be secured from the local Labor and Industries Office.

Local Offices of the Washington State Department of Labor and Industries are located in all the Principal cities and towns in the State.

[illegible]

(1) Your earnings
(2) Number of dependents
(3) Age of each family member

d. Quarters of coverage is the basis for determining whether or not you are insured. Quarters begin January 1, April 1, July 1, and October 1.

e. You are covered for the quarter if you have been paid $50 or more.

f. You will need to have been covered for 40 quarters to be fully insured.

2. Laws Governing Employment

   a. Minimum wages: Generally speaking a statutory minimum has been established at $1.25 hourly. Several exceptions, notably retailing (at $1 hourly,) are mentioned in the law.

   b. The law also specifies length of lunch periods and rest periods

   c. All minors (persons under the age of 18 years) must have work permits.

      (1) It is the responsibility of employer and the employee to take care of obtaining a work permit.
      (2) Work permits for all minors can be secured through the Women and Minors Division, Department of Labor and Industries.
      (3) Instructions for filling out the work permit application are:

         (a) Read and answer every question
         (b) It must be signed by YOU, your PARENTS and the employer's portion must

be completed in full by your employer.

(c) After all signatures, have it approved by the school superintendent or attendence officer.

(d) With your application you must submit proof of age.

(1) Birth Certificant
(2) Baptismal record
(3) Bible record

(e) Take the application to the nearest local office or the Dept. of Labor and Industries, Women and Minors Division, General Administration Building, Olympia, Washington.

III. WHAT ARE TAXES ALL ABOUT?

A. PAYMENT FOR SERVICES RENDERED

B. SERVICES ARE SELDOM GIVEN TO A PERSON DIRECTLY AS AN INDIVIDUAL

C. WHO SHOULD PAY TAXES?

D. HIGH SCHOOL STUDENTS ARE DIRECTLY CONCERNED WITH TAXES.

E. GENERAL PRINCIPLES OF TAXATION

1. The benefit principle of taxation.

2. The ability to pay principle

F. IN THE UNITED STATES ABILITY TO PAY TAXES IS MEASURED BY NET INCOME

1. Defining net income is difficult

DEVELOPMENT **[illegible]**

2. **Differences of opinion in defining net income**

3. **Probably not fair to use net income as only basis**

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UNIT 4 - OUTLINE

THE KINDS OF DISTRIBUTIVE BUSINESSES

OBJECTIVES: As a result of this unit the student-trainee should:

1. **Know about channels of distribution.**
2. **Be able to identify the various businesses.**
3. **Should know the various marketing functions of each kind of business.**
4. **Understand the marketing processes that move a product from producer to consumer.**

DEVELOPMENT

Show key position by use of Chart: Production-distribution-consumption. Illustrate what happens to the economic system when one or more links in distribution break down.

Flannel board figures can be prepared to show the elements in the distribution cycle. This type of visual explanation, moving elements around the board, often is effective in presenting a complex concept. Show that distributors are involved in all these functions.

[illegible]

1. KEY POSITION OF DISTRIBUTION IN P-D-C CYCLE.

A. RELATIONSHIP OF PRODUCTION, DISTRIBUTION, AND CONSUMPTION

1. **When goods are produced, they must be distributed efficiently.**
2. **Goods must be transported from the producer in the right quantity, at the right price, to the right place, in order to be consumed.**

B. THE DISTRIBUTION OR MARKETING FUNCTIONS.

1. **Basic**
    - **a. Buying--obtaining goods and services from supplies.**
    - **b. Selling--personal salesmanship, advertising, visual merchandising.**
    - **c. Merchandising--planning to carry the right goods, at the right price, in the right quantities, and at the right time.**
2. **Subsidiary**

[redacted]

Point out the importance of all these marketing functions in distribution and our economic system.

Compare variation in pricing due to transportation costs. Use Seattle paper and hometown paper. (Use Detroit paper classified to show difference in car prices due to transportation)

Relate each function (finance, risk etc.) to show how each specific business uses these services.

Which businesses follow these systems or channels?

Assign specific goods for pupil investigation from the standpoint of distribution channels.

What local companies operate in each of these areas?

Cite examples of various channels of distribution used locally.

Ask pupils for examples of goods distributed this way.

Have pupils investigate and report on the distribution methods for various different products.

[redacted]

a. Financing--providing needed capital.

b. Transportation--determining and providing methods and routes of shipment.

c. Storage--keeping a supply of goods available.

d. Risk bearing--taking the risk of loss in order to serve customers promptly.

e. Accounting--keeping of records.

C. CHANNELS OF DISTRIBUTION

1. Producer to consumer

   a. Farm products--roadside stands.

   b. Specialty goods--door-to-door

   c. Route selling--bread, milk

   d. Mail order--merchandise club plans

   e. Industrial goods--direct to user of the goods

2. Producer to retailer to customer

   a. Shopping or fashion goods

      (1) Goods selected on basis of comparison
      (2) Speed is necessary
      (3) Examples--dresses, furniture, men's clothing
      (4) Relatively few stores

[redacted]

Give specific examples in local businesses.

Use same technique as developed in preceding subsection.

[redacted]

distribute identical products, therefore, Manufacturer can deal directly with retailer.

(5) Retailer incurs lower costs by purchasing directly from manufacturer.

b. Exclusive agency agreements

(1) A retailer has sole right to sell a certain well-known product in a specific area.
(auto dealer)
(2) Usually specialty goods or services.
(3) Examples--insurance, machinery, brand clothing.

3. Producer to wholesaler to retailer to consumer

a. Convenience goods

(1) Goods customers buy with a minimum of effort.
(2) Ready availability is vital.
(3) Examples--food, groceries, drugs, stationery items.
(4) Wholesalers buy in large quantities, store and resell to many dealers.
(5) Manufacturer must deal with only relatively few customers to get distribution.
(6) Retailers need deal with only one or two wholesalers for large variety of goods.

b. Other types of middlemen

[illegible]

Explain and discuss each of these types of middlemen. Use local examples where possible.

Approach from point of view of the functions performed by each.

Explain fully the role of market research. Have pupils develop market research projects of their own. These may be the initial steps in an Area of Distribution Manual to be entered in area, state, or national competition.*

CONTENT

- (1) Commission merchant and broker
  - (a) Does not own goods.
  - (b) Sells or buys merchandise for others.
  - (c) Receives commission.
- (2) Converter
- (3) Assembler
- (4) Fabricator

D. MARKETING FUNCTIONS OF THE PRODUCER

1. Purpose--to distribute goods to consumers, retailers, wholesalers, and business users in the most efficient method.

2. Methods

   a. Market research--to determine how, and at what prices, consumers desire to purchase certain goods; also, new products that may be needed.

3. Business services--provide services to business organizations

   a. Advertising agencies

   b. Display companies

   c. Business consultants

   d. Service corps of retired executives

   e. Others

4. Financial services--provide specialized money-handling services to businesses and consumers.

   a. Banks

   b. Insurance Companies

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* Newspapers, Retail Trade Associations, and Chambers of Commerce sometimes commission this work to be done for a fee.

[redacted]

Discuss and cite examples as time permits.

NOTE: Retailing and wholesaling types are covered very thoroughly in pp 7-17, Washington State D. E. UNIT IV, THE OPERATIONAL STRUCTURE OF DISTRIBUTION.

[redacted]

c. Investment brokers

d. Others

5. Repair and maintenance services--provide repairing, maintaining, or other services to consumers and businesses.

a. Auto repair

b. TV and radio repair

c. Others

6. Transportation and communication services--provide transportation and communication services to consumers and businesses.

a. Telephone company

b. Express company

c. Trucking company

d. Others

7. Entertainment and recreation services

8. Professional and nonprofit services

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UNIT 5 - OUTLINE

HOW DISTRIBUTIVE BUSINESSES ARE ORGANIZED

OBJECTIVES: As a result of this unit the student-trainee should:

1. Be aware of the various kinds of selling procedures and organizational patterns that are utilized to move goods.
2. Understand the organization of a business and the functions of the many elements of a business.

[redacted]

Identify advantages and limitations of each of the different forms of legal organization.

[redacted]

1. CLASSIFICATIONS OF BUSINESSES

A. BY OWNERSHIP

1. Sole proprietor, partnership, corporation.

a. Individual proprietorship

(1) Oldest and simplest form of business organization.
(2) Greatest number of businesses in this country are in this class.
(3) An individual proprietorship has four main characteristics.
  (a) Simplest form of business.
  (b) Profit goes to the sole owner
  (c) Losses must be assumed by the sole owner
  (d) Owner must provide for operation of the business, make the decisions, and usually provide his own labor.

B. THE PARTNERSHIP

1. Composed of two or more persons who have combined their capital and services

2. Partnership agreement may be either written or oral.

3. Key advantage is the combining of special abilities and capital of each partner.

4. There are three major characteristics of a partnership.

   (a) Decisions are generally made by majority agreement of partners
   (b) Partners share in profits and liabilities according to agreement.

C. THE CORPORATION

1. Through this form of business large sums of money can be raised.

2. The owners are called stockholders.

3. A corporation is considered a legal person by law.

4. Two basic types of corporations.

   (a) Closed or family type.
   (b) Open or public type.

5. A corporation has six characteristics.

   (a) Ownership is represented by shares of stock.
   (b) Stockholders elect the directors.
   (c) A corporation is authorized by a state through a charter.
   (d) Key advantage is that it can raise large sums of money.
   (e) Stockholders share in

[redacted]

Discuss changes in recent years.

Have class identify and discuss reasons for the large number of retail stores.

Cite examples.

Examples -- food, drug, automotive.

[redacted]

profits but are not liable for debts of corporation.

(f) Key disadvantage is close government supervision and high taxes.

2. Chain

3. Manufacturers outlet

4. Consumer cooperative

5. Company store

6. Government owned

B. BY TYPE OF MERCHANDISE

1. General store
2. Industrial supplies
3. Specialty line

C. BY SIZE OF ESTABLISHMENT

1. By number of employees
2. By annual dollar volume

D. VERTICAL INTEGRATION

1. Non-integrated retail outlets only
2. Integrated with wholesale functions
3. Integrated with manufacturing

E. AFFILIATION WITH OTHER BUSINESSES

1. Unaffiliated
2. Voluntary with other retailers

	3. Affiliations with manufacturers
	F. TYPE OF CONSUMER CONTACT
	1. Regular over-the-counter operation
	2. Leased departments
	3. Mail order
	4. House-to-house selling
Cite local examples	**G. LOCATION**
Introduce the trading area concept.	1. Urban
	2. Small city
Point out reasons for shopping center growth.	3. Rural area
	4. Roadside operation
	5. Shopping center
Cite examples of each type, discussing the general trends involving customer services. Point out instances where services rendered vary within one store from department to department.	**H. SERVICE RENDERED** 1. Full service 2. Limited service 3. Self-service
Some aspects of this section will be covered later in greater detail in the Personnel Management Unit. Emphasize that some form of organizational structure is needed in every business.	**II. BUSINESS ORGANIZATION** **A. ORGANIZATION CONCEPT DEFINED** 1. Systematic arrangement of people, jobs and function 2. Assignment and delegation of duties and responsibilities
Secure and display various organization charts. Ask pupils why all businesses do no have, or use formal organization charts.	**B. PURPOSES OF ORGANIZATION** 1. Develop a systematic relationship between functions and individuals. 2. Determine what is to be done, and who is to do it.

DEVELOPMENT

Have class develop a list of benefits to be gained by developing and publicizing a firm's organization chart.

Have class identify and list major divisions found in typical department stores.

Illustrate the grouping of key functions that occur in small retail organizations.

Organize panel discussions by department heads from local stores to describe the operation of their various organizations.

Have pupils prepare bulletin board display of sample organization charts.

Point out that the personnel function may be placed under the store management division.

CONTENT

3. Fix responsibility for supervision and coordination.

C. PRINCIPLES OF SOUND ORGANIZATION

1. Determine work to be done.
2. Group activities into jobs to be done.
3. Assign individuals to each job.
4. Provide required training.
5. Provide adequate supervision.

D. DIVISIONS OF STORE ORGANIZATION

1. Merchandising
    a. Functions--buying and selling
    b. Personnel -- buyers, assistants, heads of stock, salespeople, etc
2. Sales promotion or publicity
    a. Functions--build traffic, supervise and coordinate advertising, display, and special event publicity.
    b. Personnel -- advertising, display, public relations
3. Store operations and maintence
    a. Functions--maintain building and equipment, and provide customer services.
    b. Personnel--operations superintendent, service superintendent, protection, maintenance, receiving and delivering staff, floor supervisors, etc.
4. Personnel

DEVELOPMENT

Have a panel discuss reasons why a person might want to go into business for himself.

Survey local businessmen to determine why they started businesses of their own. Have pupils analyze their own qualifications for eventual business ownership.

Consider the feasibility of having each pupil develop a term project on establishing and operating his own business. Suggested topics to be developed include the following:

- a. Functions -- employee recruitment, training, welfare.
- b. Personnel -- director; managers of employment, training, and service; interviewers; clerical staff, etc.

5. Finance and control
   - a. Function -- safeguards assets and profits of the business.
   - b. Personnel -- controller, auditor, office manager, and staff.

III ESTABLISHING A SMALL BUSINESS

A. REASONS FOR STARTING A BUSINESS

1. Desire to be own boss.
2. Profit motive.
3. Personal considerations.
4. Need of the community.

B. DESIRABLE PERSONAL QUALIFICATIONS FOR BUSINESS OWNERSHIP

1. Personality.
2. Business experience.
3. Training.
4. Technical skills
5. Management experience.

C. CONDITIONS FOR A SUCCESSFUL OPERATION

1. Choosing the right business.
2. Getting a good location.

[redacted]

1. Justifying the new business.
2. Organization.
3. Location.
4. Layout.
5. Merchandising.
6. Advertising.
7. Policies.
8. Conclusions.

[redacted]

3. Raising money.
4. Providing good equipment, facilities, and layout.
5. Developing a strong organization.
6. Establishing sound business policies.

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[redacted]

UNIT 6 - OUTLINE

UNDERSTANDING THE CUSTOMER FROM A BUSINESS VIEWPOINT

OBJECTIVES: As a result of this unit the student-trainee should:

1. Know that there are many kinds of customers; commercial, industrial, and ultimate consumers.
2. Understand the wide gamut of buying motives.
3. Be able to project present consumer trends into the future.
4. Understand the important role of the consumer in our economy and his behavior in the market place.
5. Realize that the teenager of today is the mature customer of tomorrow.
6. Know that it is important to study the customer.

[redacted]	[redacted]
	I. THE AMERICAN CONSUMER
Stress the fact that the consumer is the focal point of all marketing effort.	A. DEFINITION-EVERYONE WHO USES GOODS OR SERVICES
	B. CUSTOMER IS KING-DOMINANT POSITION OF CUSTOMER
	C. RELATED CONSIDERATIONS
Indicate that needs are the basis for wants and that wants are constantly changing. Explain the importance of differentiating between purchasers and users.	1. Needs versus wants 2. Purchasers versus users 3. Subsistence versus optional spending
	II. CONSUMER BUYING MOTIVES
Ask the class to identify consumer motivation problems which might be encountered by manufacturers or sellers who market any type of merchandise. Discuss the topic of motivational research.	A. SIGNIFICANCE OF BUYING MOTIVES TO- 1. Manufacturer 2. Wholesaler

DEVELOPMENT

Ask why a seller should be interested in determining why a consumer buys?

Distinguish between the various classifications of buying motives.

Have pupils collect samples of advertisements and sales promotion activities which appeal to certain motives. Discuss subliminal advertising. Have pupils give examples of products which could be sold using appeals based on listed motives.

Have class discuss means whereby a salesman can identify motives for purchasing his product.

Show how one product may have different appeals for different people. Have pupils conduct a survey to identify reasons for patronizing school store. Have pupils analyze recent purchases, and determine source and nature of appeal which influenced the purchase.

CONTENT

3. Retailer
4. Mass merchandiser

B. DIFFICULTY OF DETERMINING BUYING MOTIVES

1. Variations between customers
2. Variations as to products
3. Variations due to sales situations
4. Overlapping of motives
5. Conflict of motives

C. CLASSIFICATION OF BUYING MOTIVES

1. Primary and selective
2. Emotional and rational
3. Product and patronage
4. Conscious and dormant

D. PRIMARY OR EMOTIONAL BUYING MOTIVES

1. Self preservation
2. Creativeness
3. Comfort
4. Imitation
5. Conformity
6. Pride
7. Prestige
8. Pleasure
9. Individuality
10. Fear

Have pupils prepare book reports on current popular literature in the fields of market research, advertising and merchandising. Suitable and available book titles usually can be obtained from the school librarian or a member of the English Department.

11. Curiosity
12. Love or romance

E. SELECTIVE OR RATIONAL BUYING MOTIVES

1. Convenience
2. Dependability
3. Efficiency
4. Gain or profit
5. Economy
6. Service
7. Quality
8. Uniformity and simplicity
9. Purity
10. Space saving
11. Greater power
12. Availability

F. TYPES OF PATRONAGE MOTIVES

1. Assortment
2. Price
3. Quality
4. Fashion
5. Reputation of seller
6. Convenience
7. Preference for specific type of outlet
8. Service
9. Integrity

[redacted]

What evidence do we have that buying habits are changing?

Discuss the evolution of the role of men as buyers of consumer goods.

Discuss the effect of the growing status of women as workers.

Have pupils conduct surveys in local stores to determine consumer buying habits and preferences.

Have pupils prepare lists of products which are increasing or declining in popularity.

Have pupils give examples of how they lacked information on quality, price, performance standards of goods which they may have purchased recently. Have class prepare short reports on topic: "The Time I Was Fooled."

[redacted]

III. CONSUMER BUYING HABITS

A. NATURE OF BUYING HABITS

1. Buying habits versus buying motives
2. Increase of impulse buying
3. Trend toward conformity

B. CHANGES IN BUYING HABITS

1. Changes in types of stores
2. Changes in person doing family buying
3. Increased brand consciousness
4. Greater emphasis on use of expanded leisure time
5. Increased desire for convenience
6. Decline in popularity of certain types of products
7. Resurgence of men as buyers

IV. CONSUMER BUYING PROBLEMS

A. NATURE OF CONSUMERS' BUYING DIFFICULTIES

1. Lack of information about products
   - a. Quality
   - b. Price
   - c. Quantity
   - d. Standards

Obtain class reaction to the position of some manufacturers who say that many problems would not occur if customers followed instructions which accompany merchandise.

Ask class how advertising helps the consumer and if there is any merit in the use of testimonials. Show samples of such advertising. Point out again the importance of this knowledge to salesmen and potential salespeople. Have pupils clip advertisements which illustrate various influences of choice.

The original consumer movement resulted from the Depression. Ask if a similar movement is needed today?

Discuss whether or not consumers pay any attention to seals of approval and codes adopted by manufacturers.

Discuss pros and cons regarding consumer publications and organizations. Have pupils report on activities of local Better Business Bureaus.

2. Difficulty of obtaining information

3. Nonuse of information

4. Use of advertising to influence choice

   a. Emotional appeals

   b. Misleading advertising

   c. Testimonials

   d. Emphasis on difference

   e. Emphasis on fashion

5. High pressure selling

6. Deceit and fraud

V. **IMPROVED CONSUMER POSITION**

A. NATURE OF CONSUMER MOVEMENT

1. Consumer education and training

2. Consumer publications and organizations

3. Business aids to the consumer--individual companies, trade associations, Better Business Bureau

4. Governmental services--local, state, and federal agencies--provide consumer protection

5. Legislation

Discuss the possibility of establishing a Department of Consumer Information and Protection in the President's Cabinet.

B. MORE ADEQUATE CONSUMER AID

1. **Government grading and labeling**
2. **Voluntary cooperation between consumers and business**
3. **Changes in the Executive Branch of the Federal Government**

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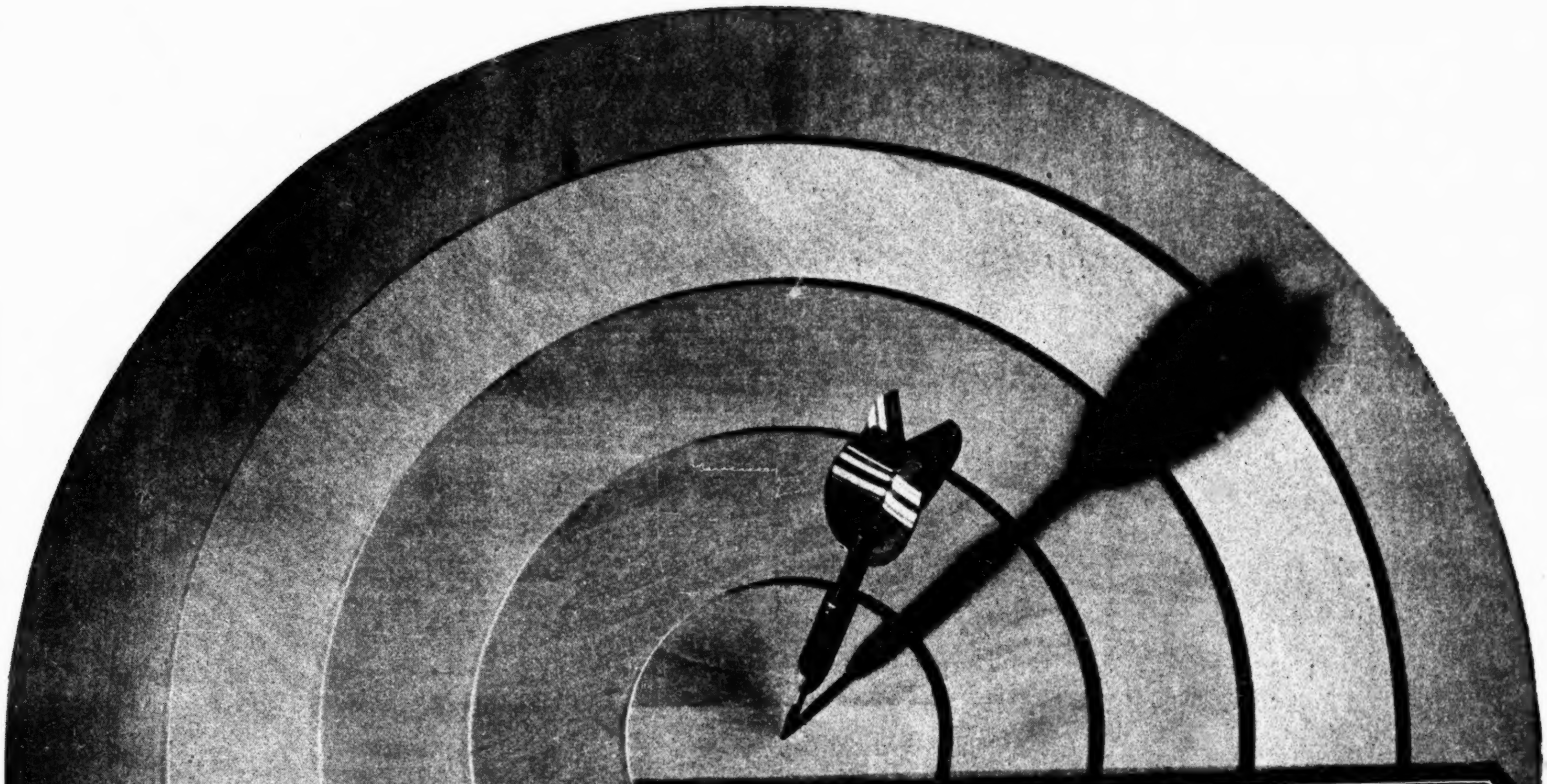

discovering and developing personal resources

UNIT 7 - OUTLINE

SELF ANALYSIS AS A STEP TOWARD THE WORLD OF WORK

OBJECTIVES: As a result of this unit the student-trainee should:

1. Develop a positive attitude toward employment.
2. Be aware of his personal capacities, interests, aptitudes and abilities as they relate to employment.
3. Be able to evaluate his own potentialities for gainful employment and recognize his own worth and limitations.
4. Understand how his employment will affect his social and economic life.
5. Realize the importance of having a goal.

SPECIAL NOTE: We live in a rapidly changing, complex world. It is generally acknowledged that the problems and opportunities of the future will be entirely different than those of today. The student of today should be preparing himself to deal with tomorrow. In order to do this the student should be developing the knowledge, intellectual skills and abilities, and a system of values that will enable him to become an economically productive citizen. This same system of values should enable each student to possess a sense of self-worth and responsibility as he takes his place in society.

It is natural for students to be hesitant about taking a frank look at themselves, especially when they are asked to share ideas about themselves with others. Unless self-appraisal is properly introduced to a D. E. class the very idea could cause a negative reaction. From the beginning and throughout the entire experience the teacher should assure students that they may answer freely since none of their responses will be evaluated or graded and are largely for their own use. If, as a result, students feel free to take an honest look at themselves, the self-understanding developed can greatly enhance their chances of making wise educational and career choices.

[redacted]

Emphasize the importance of periodic personal inventories to measure individual capabilities. Stress the need for students to grow professionally by long-range planning. Contrast a personal inventory with the physical inventory in a business firm.

[redacted]

I. NECESSITY FOR SELF-APPRAISAL

A. VOCATIONAL PLANNING AS A PART OF TOTAL LIFE ADJUSTMENT

   1. Adjusting to family

   2. Adjusting to economics

DEVELOPMENT

A businessman evaluates all decisions on the basis of facts on hand. The self-analysis should provide some of the facts that will aid in making valuable decisions.

CONTENT

3. Adjusting to people around us

4. Adjusting to community and authority

5. Adjusting to political nation

B. THE INDIVIDUAL MUST MAKE A LIFE-LONG SERIES OF DECISIONS

1. Career to follow

2. What kind of preparation

3. To stay in present field or switch

4. To spend time on clubs or sports or to study

5. How to spend vacations

6. To pursue part-time work or develop leisure, etc.

C. TAKE AN INVENTORY OF YOUR ATTITUDES

1. What I want to get from my future life work

   a. Goals

   b. Income

2. What I know about myself

   a. What others think me to be.

   b. What I think myself to be

   c. My so-called real

   d. What I would like to be

DEVELOPMENT

Point out the elements as to "What I think myself to be"_____"What I need to be", "What I need to work on".

Illustrate how hobbies and special interests could be the basis for a fine career.

CONTENT

3. Indices of fitness for the business world
   - a. Our creative ability
   - b. Our work experiences insofar as they have been constructive explorations into business realities.
   - c. Our attitudes
   - d. Our goals
   - e. Our family
4. How I look from the perspective of the business viewpoint
   - a. On paper
   - b. Appearance
   - c. Leadership
   - d. Fellowship
   - e. Personality
   - f. Conversation
   - g. Work experience
   - h. Aptitudes
   - i. Intelligence
   - j. Interests
5. My Interests
   - a. School subjects and school activities
   - b. Outside of school
   - c. What do I do when I can choose to do whatever I wish.
   - d. Some things I have never done but would like to do

DEVELOPMENT

Where do most of your activities fall? Is there something not included in which you are interested?

CONTENT

e. Outdoor
    1) Camping, fishing
    2) Growing flowers or garden
    3) Bird study, etc.

f. Mechanical and manual dexterity
    1) Working on cars, radios, bikes, etc.
    2) Making things of wood, concrete, etc.
    3) Hobby crafts

g. Computational, numerical
    1) Working with numbers
    2) Number games
    3) Bookkeeping

h. Science
    1) Solving problems
    2) Studying plants
    3) Designing a machine

i. Social services, persuasive, verbal
    1) Organizing activities
    2) Giving talks
    3) Running for office

j. Artistic, literary, musical
    1) Sketching
    2) Flower arranging
    3) Taking photos
    4) Musical and ballet

k. Clerical
    1) Typing
    2) Spelling
    3) Letter writing

There is probably enough in the existing records to give all the information needed.

The Differential Aptitude Test - Kuder - is helpful.

Involve counselors as much as possible to assist in this area.

CAUTION:
Testing and analysis should be approached with care. Do not attach conclusive significance to the results of tests and testing.

D. MAKE AN ANALYSIS OF YOUR ABILITIES

1. **Looking at my grades**
    - **a. Evaluate in terms of attitude toward the classes, etc.**
    - **b. What do your grades indicate as strengths.**
2. **Ability and achievement test record.**
    - **a. A test of practical judgement**
    - **b. A test of mechanical knowledge**
    - **c. Sales aptitude test**
    - **d. Numerical operations test**
    - **e. General intelligence tests**

E. DEVELOP A SUMMARY SHEET SHOWING ABILITIES, APTITUDES AND INTERESTS.

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UNIT 8 - OUTLINE

DEVELOPMENT OF PERSONAL CHARACTERISTICS FOR EMPLOYABILITY

OBJECTIVE: As a result of this unit the student trainee should:

1. **Develop and practice the discipline of work - proper attitudes and the proper use of time.**
2. **Develop more personal and social poise.**
3. **Recognize the importance of personal characteristics in competing for employment.**
4. **Realize his person worth to himself and his employer.**
5. **Understand that attitudes are a deciding factor in professional accomplishment.**
6. **Know that characteristics can be transmitted via telephone.**
7. **Understand the value of good fellowship and good human relations.**
8. **Know that a good personality is the result of taking every opportunity to sell oneself.**

DEVELOPMENT	CONTENT
Develop a definition of personality. Discuss importance of personality for job success.	**I. PERSONALITY - A KEY TO SUCCESS**
Something can be done about personality.	**A. PERSONALITY - is everything about a person; how well people like him or what they think about him. (It is the impression a person makes on other people. Personality is the result of environment and heredity)**
Discuss the statement: "Salesmen are made, not born." Have the students think of 5 people they dislike (be sure they don't write down the names) and list, in writing, the characteristics causing the dislike. (Do the same for people they like.)	**B. ANALYSIS OF A PERSONALITY** **1. Physical factors** **2. Emotional factors** **3. Social attributes**

DEVELOPMENT	CONTENT
	4. Moral considerations 5. Religious convictions
Conduct a class discussion bases on what pupils think of their own personalities including their good and bad points.	C. TYPES OF PERSONALITY 1. The personality an individual possesses. 2. The personality an individual desires to develop 3. Individual's personality as viewed by others
Stress necessity for cleanliness, neatness and appropriateness of attire.	D. PERSONAL APPEARANCE REQUIREMENTS 1. Appropriate dress on the job a. Boys-ties, coats, shoes, etc. b. Girls- dress, shoes, jewelry, etc.
Point out that certain standards are determined by the nature of the work to be performed. Show film, "How To Be Well Groomed." Use good grooming charts. Have pupils prepare personal appearance evaluation charts using a full length mirror.	2. Good grooming a. Bathing b. Dental care c. Makeup d. Hair e. Hands f. Nails
	3. Good health a. Proper eating habits b. Regular sleep c. Good posture d. Relaxation

DEVELOPMENT	CONTENT
Use tape recorder to identify voice and speech characteristics. Have pupils speak on school public address system. Invite models, cosmetologists, or employment interviewers to speak on personal appearance. Have class discuss the topic, "Why do people work?"	4. Voice and speech factors 5. Traits and mannerisms 6. Related characteristics
Give examples of how frequently a person is judged by the points listed here. Encourage pupils to prepare "Personality Balance Sheets," listing their personality strengths and weaknesses. Results should be treated as confidential by the instructor.	E. CHARACTERISTICS OF A PERSONALITY 1. Appearance 2. Dress 3. Speech 4. Bearing 5. Emotions 6. Abilities 7. Actions
	F. COMMON TERMS:
Give examples of emotions and how they affect individuals - fear, love, hate, envy.	1. Emotions are partially mental and partially physical. They are usually mental agitations and excited feelings within a person.
Explain to the pupils how a complex can harm a personality; how people supplement their personalities to make up for these deficiencies.	2. A complex is a condition usually resulting from a series of emotional reactions due to mental or physical characteristics.
Explain how an introvert keeps to himself, does not mingle with others, is shy, etc. Ask why this type person might encounter difficulty in personal selling.	3. An introvert is a person who is preoccupied with his own thoughts, emotions, and motives. An introvert is self-centered.
Elaborate on the type of person who is an extrovert.	4. An extrovert is a person whose interests lie mainly in external objects rather than in introspection. He is one who is interested in other people and things.
	G. MENTAL TRAITS OF A PERSONALITY

DEVELOPMENT

Explain that there are personality extremes and that it is quite normal for an individual to exhibit extrovert or introvert tendencies under certain circumstances.

Indicate that persons with extreme extrovert or introvert tendencies have a definite personality handicap. Discuss ways in which personality can be changed. Discuss the statement: "Personality is basically acquired and very little of it is inherited."

NOTE: Unit IX Course outline Washington State D. E. unit on Personality Development is very helpful in preparing for this unit.

Stress the point that these personality deficiencies can be corrected. The teacher can point out the personality liabilities that most people acquire. Let the pupils discuss the personality assets and liabilities that one may possess.

[illegible]

1. Personality attributes
    - a. Intelligence
    - b. Enthusiasm
    - c. Industry
    - d. Honesty
    - e. Tact
    - f. Open-mindedness
    - g. Fair-mindedness
    - h. Dependability
    - i. Courtesy
    - j. Curiosity
    - k. Initiative
    - l. Humor
    - m. Loyalty
    - n. Sense of perseverance
    - o. Fair play
    - p. Truthfulness
    - q. Sympathy
2. Personality handicaps
    - a. Prejudice
    - b. Conceit
    - c. Superstition
    - d. Envy
    - e. Jealousy
    - f. Ignorance
    - g. Intolerance

DEVELOPMENT **CONTENT**

II. GUIDE TO PERSONALITY CHANGE OR HOW TO FORM CONSTRUCTIVE HABITS.

A. STEPS IN HABIT CHANGE

1. Recognize difficulty
2. Find underlying factors
3. Determine cues to specific behavior
4. Plan a new reaction
5. Take initiative in putting new reaction into practice until it becomes a habit.

B. EXAMPLE OF HABIT CHANGE

1. Difficulty:
    - a. It is difficult for student to speak in front of group - is afraid - embarrassed
2. Underlying factors
    - a. Lack of educational advantages
    - b. Lack of practice
    - c. Mechanics of speech making
3. Specific cues
    - a. The student is asked to talk before a group - hesitates - is nervous - can't think of what to say or how to say it.
4. Plan new reaction
    - a. Plan to take part in group conversation
    - b. Practice expressing self before informal group

c. Begin with a simple speech exercise first and watch others

d. Then plan more formal, longer talks

5. Take initiative in putting into practice until new habit is established.

   a. Make occasion to express self before groups

   b. Join speaking clubs, etc.

   c. Practice, practice

III. CO-WORKER RELATIONS

A. JOB ENVIRONMENT AND ITS IMPORTANCE

1. Very few persons work alone in the business world

2. The art of getting along with others is "human relations"

3. Your work climate includes your physical surroundings, working conditions, and the people with whom you work

B. UNDERSTANDING YOUR CO-WORKERS

1. Ability to maintain pleasant working relationships depends upon your ability to understand persons

2. Desires common in co-workers

   a. Satisfaction of knowing that they have done a job well

   b. Desire to receive fair and equal treatment from all employees in the firm

C. HOW TO WIN AND PROMOTE GOOD CO-WORKER RELATIONS

1. Depends upon your ability to understand their nature

2. Avoid causing frictions among co-workers

   a. Refrain from getting involved with gossip and mud slinging

   b. Mind your business

IV. HOW MONEY MANAGEMENT AFFECTS THE WORKER

A. LIVING WITHIN YOUR MEANS

1. What is meant by "living within one's means?"

   a. Wise spending of income earned

   b. Keep purchases within the limits of your income

   c. Give preference to what you need and can afford

2. Basic needs come first

   a. Food

   b. Clothing

   c. Shelter

   d. Comfort

   e. Health

3. Secondary wants involve desires which may be satisfied in a number of ways

4. Business associates may judge you by the way you handle personal finances

DEVELOPMENT **CONTENT**

B. MANAGEMENT OF FAMILY AND PERSONAL BUDGETS

1. Big business uses a budget
   - a. It estimates income
   - b. It plans the spending of that income
2. You should personally plan a budget for yourself
   - a. Prepare an estimate of your income
   - b. Plan your expenditures
     - (1) Plan to spend less than you earn
     - (2) Follow your budget closely
     - (3) This budget will get you the most for your money
3. The family budget
   - a. Much the same as a personal budget
   - b. A model budget will serve as a guide.
   - c. Some general guides may be used in making a family budget
   - d. The family must be sold on budgeting
   - e. Don't let the budget become your master -- manage it.

C. CREDIT - ITS MEANING, USE, AND VALUE

1. Meaning of credit
2. The three factors involved in credit
   - a. Character
   - b. Capacity
   - c. Capital

3. A good credit rating is of much value to you
4. Credit privileges should be used wisely
5. How to obtain credit
   - a. A formal application is made
   - b. A credit investigation is conducted
   - c. Final action is made on the request
6. Types of credit accounts
   - a. Charge or open accounts
   - b. Installment credit account
   - c. Coupon credit account
   - d. Revolving credit account
7. Advantages and disadvantages of credit buying

D. WHY ARE SAVINGS AND INVESTMENTS IMPORTANT?

1. What difference does saving make
   - a. Sense of security
   - b. Extra capital to invest or for emergencies
   - c. Self-respect
   - d. A few dollars makes a big difference in a person's life
2. How do you save?
   - a. Save as soon as you get a pay check - don't wait until later

b. Save with a purpose

(1) For your education
(2) For investment purposes
(3) For emergencies
(4) Save for the "big chance"

3. Where to keep your savings

a. Bank

b. Company credit union

c. Savings and loan associations

V. DEVELOP A MERCHANDISING PERSONALITY

Relate this section to previous section on characteristics of a good salesperson. Stress the importance of these basic selling elements.

A. ACQUIRE PERSONALITY ATTRIBUTES FOR SELLING

B. LEARN EVERYTHING POSSIBLE ABOUT THE MERCHANDISE BEING SOLD

C. DEVELOP GOOD SELLING TECHNIQUES

D. PRACTICE UNDERSTANDING PEOPLE

E. DEVELOP A CONSTRUCTIVE ATTITUDE TOWARD THE EMPLOYER

F. DEVELOP A GOOD TELEPHONE PERSONALITY

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Body Care and Grooming, 17 min., black and white. Develops the theme that good grooming starts with personal care and describes some recommended daily habits that can help everyone to make the most of what nature has provided. 1947

Dressin' Up, Association Films, Inc., 25358 Cypress Avenue, Hayward, Calif. 13½ min., color. Free loan - user pays postage both ways.

FILMS
(continued)

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How To Be Well Groomed, Business Education Films, 5113 16th Ave., Brooklyn 4 (16 mm., black and white, 11 min.)

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Human Touch, Sound...20 min. Good for use in connection with attitudes. Source: Distributive Education Department, Olympia, Washington

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UNIT 9 - OUTLINE

HOW MATHEMATICS IS USED IN DISTRIBUTION

OBJECTIVE: As a result of this unit the student trainee should:

1. **Develop a logical attitude toward mathematics.**
2. **Understand the important role of mathematics in distribution.**
3. **Realize that the use of mathematics in distribution is basic and can be learned by students who have a weakness in this area.**
4. **Review and recall the fundamental skills of mathematics.**
5. **Understand the effect of errors on business.**
6. **Know where he stands in relation to his mathematical competency.**
7. **Develop the mathematical skills necessary for handling problems which will be encountered on the job.**

CAUTION: This should not be a structured business math program as commonly presented. Use relationships only.

DEVELOPMENT

Compare the productivity of two men by both methods.

1. **Qualitative - John Smith sells 20 units at $4.00 = $80.00**
2. **Quantitative - Joe Blow sells 15 units at $6.00 = $90.00**

CONTENT

I. THE APPLICATION OF MATHEMATICS TO DISTRIBUTION

A. PRESENT CONCEPTS

1. **Qualitative approach: The value of an item usually expressed in dollars.**
2. **Quantitative approach: The number of units.**

B. THE THREE C'S OF MATHEMATICS

DEVELOPMENT

Explain the three C's as the development of mathematics from the time man first learned to count on his fingers, to the standardization of units of measurement enabling comparison of data, to the development of complex computers to record, tabulate and solve mathematical equations.

Point out that a machine can do only what the operator can plan or understand.

NOTE: UNIT II of Washington State D. E. Course Outline would be helpful in developing this unit. Do not go into advanced merchandising mathematics - stay with basics.

Have students list different ways mathematics would be used on the job. Discuss only those the students may be most familiar with.

Compile list on chalkboard and note the types of mathematics found in stores.

Uses of Math	Types of Math
By Trainee:	
1. To write sales-checks	1. Addition: multiplication
2. To take stock counts	2. Addition
3. To total cash register receipts	3. Addition
4. To figure employee discounts	4. Multiplication subtraction

CONTENT

1. To count or measure
   - a. Quantity, dimension, or capacity determined by a standard.
   - b. Standardization of units necessary for uniformity

     Example: 1 yd. = 36 inches

     1 meter = 39 inches
2. To compare
   - a. Through statistics
   - b. Through bookkeeping and accounting.
3. To compute or calculate data by solving mathematical problems
   - a. Addition
   - b. Subtraction
   - c. Multiplication
   - d. Division

C. USE OF MATHEMATICS FOR BUSINESS

1. By merchandising trainee:
   - a. To write sales checks
   - b. To figure uneven exchanges
   - c. To total cash register receipts
   - d. To total sales reports
   - e. To figure employee discounts
   - f. To figure sales tax
   - g. To compute commissions earned
   - h. To take inventory
2. By executives in sales-supporting divisions of stores:

[illegible]

NOTE: Stress the repetition of addition throughout the list.

Stress the similarities in the uses of mathematics throughout the different areas of distribution. Because of these similarities opportunities will be presented to relate to leasing, wholesaling, warehousing, insurance, real estate, restaurants, motels, etc.

Since this probably is your first contact with these students, a pre-test on the elementary aspects of mathematics will indicate to you the amount of depth needed in the following units. The results should also be used to illustrate to the students that they have forgotten many principles and make careless errors on others.
(See pre-test in participating experience projects manual)

Review in class the results of the pre-test, listing common causes of errors.

Chalkboard Demonstration

Before class begins, place about three or four problems on the chalkboard containing illegible figures. Cover this section of the board with a sheet of paper, and when ready to stage the demonstration, remove the covering paper. See how many different answers the group will get.

[illegible]

- a. Credit Departments
  - (1) To record charge sales
  - (2) To calculate installment buying charges
  - (3) To figure monthly statements
- b. Accounting Departments
  - (1) To figure taxes
  - (2) To pay bills
  - (3) To figure payrolls

II. ERRORS AND THEIR EFFECT ON BUSINESS

A. COMMON CAUSES OF ERRORS

1. Illegibility
   - a. Poorly written numbers may look alike
     - (1) 3, 5, and 2
     - (2) 6 and 9
     - (3) 1, 7, and 9
     - (4) 2 and 1 together may look like 4
2. Carelessness
   - a. Sloppy dollar signs
   - b. Misplaced decimals
   - c. Figures in the wrong column
   - d. Errors of transposition
     - (1) Doubling the wrong digit 774 for 744
     - (2) Inverting figures: 78¢ for 87¢
   - e. Failure to recheck figures
   - f. Errors in copying
     - (1) Adding too many zeros
     - (2) Writing a common number for a less common one: 95¢ for 98¢

DEVELOPMENT

Encourage group suggestions and discussion concerning errors and their effect on various people.

The following questions may help in stimulating the discussion:

1. Name some of the reasons why mathematical errors are likely to happen and why they are costly to a business organization.
2. How do mistakes damage customer confidence in a store, and what are some of the results of this loss of confidence?
3. What is word-of-mouth advertising?
4. How do mistakes affect you as an employee?
5. What is meant by patronage?
6. Have any of you discovered errors when buying something? What was your reaction?

In making the point that mistakes "cost customers," be sure to point out that even mistakes in the customer's favor cause a lack of regard for the business and a future distrust of the salesperson's accuracy.

[illegible]

3. Distractions from customers or other salespeople
    - a. Customer annoyed or in a hurry
    - b. Other salespeople asking a question or interrupting

B. PEOPLE AFFECTED BY MATHEMATICAL ERRORS

1. The customer
    - a. Loses confidence in the business
    - b. May be over- or under-charged
    - c. Creates ill will through word-of-mouth advertising
    - d. May transfer patronage to another company
2. The employee
    - a. Wastes time and money
    - b. Gives poor impression to customer and supervisor
    - c. Becomes embarrassed and ill at ease.
3. The manager
    - a. Believes sales training program may be inadequate
    - b. Questions why such poor quality employee was hired.
4. The owner
    - a. Has impaired business from inaccurate records
    - b. Loses customers

DEVELOPMENT

Stress that the students should not use dollar or cent signs on saleschecks. Either one may be misread. Also, avoid decimals to designate cents--a figure with a line under it is less likely to be misread; i.e., 4.59

Lecture. Review the fundamental principles of addition subtraction, multiplication and division.

Emphasize speed through drill and accuracy through checking.

Oral drill. Emphasize speed.

1. Start with 16 and count by 7's to 100
2. Start with 9 and count by 3's to 100
3. Start with 7 and count by 5's to 100
4. Start with 4 and count by 8's to 100
5. Start with 6 and count by 9's to 100

CONTENT

c. Experiences large shortages of money or merchandise

C. WAYS TO IMPROVE THE USE OF MATHEMATICS

1. Write legibly--print if necessary
2. Re-add all colums up and then down
3. Check subtraction by addition
4. Prove division by multiplication and multiplication by division
5. Develop speed and accuracy through practice.

III. IMPROVING BASIC MATHEMATICAL SKILLS

A. SELLING SITUATIONS REQUIRING SPEED AND ACCURACY IN MATH

1. Preparation of saleschecks
2. Figuring departmental sales
3. Making uneven exchanges
4. Cashiering
5. Filling out orders and requisitions
6. Taking inventory

B. FUNDAMENTALS OF ADDITION

1. Necessary skills
    a. Accuracy
        (1) Practice
        (2) Checking
    b. Speed

DEVELOPMENT

6. Start with 17 and count by 7's to 100
7. Start with 41 and count by 4's to 100
8. Start with 29 and count by 6's to 100
9. Start with 16 and count by 9's to 100
10. Start with 35 and count by 4's to 100

Written Drill. Combine 10's (1 minute)

8	6	10	18	5
3	5	4	6	6
2	3	8	2	9
4	4	6	8	3
7	3	2	2	5
(24)	(21)	(30)	(36)	(28)

6	8	6	2	5
8	4	4	0	6
9	3	3	7	5
2	7	8	8	9
7	6	1	3	3
(32)	(28)	(22)	(20)	(28)

Written Drill. Add the columns and check by reverse method.

24	155	489	852
36	426	75	381
27	277	906	543
83	354	2965	286
38	723	17389	105
96	138	69748	(2167)
(304)	(2073)	(90572)	

Written Drill. Check by horizontal and vertical method.

9	8	4	8	7	(36)
5	5	8	0	6	(24)
3	9	7	5	9	(33)
1	6	3	4	2	(16)
2	3	1	3	1	(10)
4	1	2	2	5	(14)
(24)	(32)	(25)	(22)	(30)	(133)

[illegible]

(1) Drill
(2) Concentration

2. Developing speed through drills

a. Begin with even or odd numbers and add by the other

(1) Start with 3 and add by 4's
(2) Start with 4 and add by 3's

b. Add columns of single digit numbers

(1) Combine numbers in groups of 10's.

7	6
8	5
3	4
7	3
2	5
27	23

(2) Add columns up and then down--reverse check

174
68
32
51
23
174

c. Add columns of three and four digit numbers.

(1) Numbers "carried" may be written at the top of the column.

(2) Reverse check.

3. Check and double check for accuracy

Written Drill. Check by the left and right column method. Explain that for the left column check you add the column on the left first and then the second, third, fourth, fifth, etc. columns. For the right column check you add the column on the right first.

```
  4583     5873    6971    5692
  6942     9412    5431    8351
  5871     6836    6872    7692
  6421     5423    9431    8054
(23817) (27544) (28705) (29789)
```

```
Examples:  567         567
         - 489        -489
            78          78    Check
                      +489
                       567
```

Written Drill. Subtract and check by the additive method.

```
 853    8961    725    592
-642   -5486   -678   -431
(211)  (3475)  ( 47)  (161)

 893    9855    565    7531
-122   -4672   -422   -7329
(771)  (5183)  (143)   (202)
```

Demonstrate the correct method of counting back change.

```
Example:  10      10
        x  4      10
          40      10
                  10
                  40
```

a. Horizontal and vertical check

```
 8   6   4  | 18
 5   3   8  | 16
 4   9   7  | 20
 3   6   5  | 14
------------+----
22  25  27  | 74
```

b. Left or right column check

```
28         (59,816)        22
 26        (43,657)       30
  25       (27,283)        25
   30      (81,494)       26
    22     (96,572)       28
308822     308,822     308822
```

C. FUNDAMENTALS OF SUBTRACTION

1. "Take-away" method

a. The smaller number is taken away from the larger number above it.

b. Borrow when the top number is smaller.

2. Check by additive method.

3. When making change, begin with price of merchandise and count back to amount of money given by customer.

D. FUNDAMENTALS OF MULTIPLICATION

1. Short - cut process of addition

DEVELOPMENT

Oral Drill. Have student estimate the products for the following:

62 x 105 = 6510
Estimate 65 x 100 = 6500

87 x 1121 = 97,527
Estimate 90 x 1100 = 99,000

11 x 34 = 374
Estimate 10 x 38 = 380

23 x 68 = 1564
Estimate 20 x 70 = 1400

Written Drill. Multiply and use digit check:

50	80	71	832	961
27	93	42	73	84
(1350)	(7440)	(2982)	(60736)	(80724)
673	866	743	615	605
124	178	321	390	532
(83452)	(154148)	(238503)	(239850)	(321860)

Explain that by adding the digits in the multiplier and multiplicand across they equal 18 and 17. Then continue adding across to one digit, multiply these, and add the digits in the product. The result should be the same as the sum of the digits in the answer.

Example: 400 ÷ 129

$$\begin{array}{r}
400\\
-\ \underline{129}\\
271
\end{array}$$

Answer: 3 times with 13 remaining

COMMENTS

2. Estimate the product by rounding off the multiplier and multiplicand to simple figures.

3. Short-cut checks

a. Divide the quotient by either the multiplier or multiplicand

$$\begin{array}{r}
28\\
82\overline{)2296}
\end{array}
\qquad
\begin{array}{r}
82\\
\underline{\times\ 28}\\
656\\
\underline{164}\\
2296
\end{array}$$

b. Digit check

$$\begin{array}{r l}
6543 & = 18 = 9\\
\underline{\times\ \ 89} & = 17 = \underline{\times 8}\\
58887 & \qquad\quad 72 = 9\\
\underline{52344} & \\
582327 & = 27 = 9
\end{array}$$

E. FUNDAMENTALS OF DIVISION

1. Long division

a. Traditional method

b. Short-cut of continual subtraction

[redacted]

271
- 129
142
- 129
13

Written Drill. Solve by long division and show check.

$342\overline{)85500}$ (250)

$67\overline{)76581}$ (1143)

$231\overline{)180665}$ (1215)

$121\overline{)642268}$ (5308)

Example: $9\ \overset{8\ 2\ 5}{\overline{)7\ 4\ 2\ 5}}$

Example:
825
9
7425

Example: (8 + 2 + 5) = (1 + 5) = 6
$9\overline{)7425}$ 825 + 15 = 6

9 x 6 = 54 = 5 + 4 = 9

7 + 4 + 2 + 5 = 1 + 8 = 9

Demonstrate
1/5 + 3/5 + 4/5 + 8/5 = 3-1/5

1/4 = 3/12
1/2 = 6/12
2/3 = 8/12
17/12 = 1-5/12

3/4 = 6/8
-3/8 = 3/8
3/8

[redacted]

2. **Short division**
   - a. **Usually one-digit divisor**
   - b. **Remainder carried to following digit and dividend**
3. **Short-cut division checks**
   - a. **Multiply quotient by divisor**
   - b. **Digit check can be used only when there is no remainder.**

F. FUNDAMENTAL USE OF FRACTIONS

1. **Addition and subtraction**
   - a. **With common denominators add or subtract numerators only.**
   - b. **With different denominators**
     - (1) **Arrange vertically**
     - (2) **Convert each fraction to a common denominator**
     - (3) **Add or subtract numerators**
2. **Multiplication**

Demonstrate:

3/4 x 1/4 = 3/16

$$\frac{2}{\cancel{3}_{1}} \times \frac{\overset{1}{\cancel{2}}}{4} = \frac{1}{2}$$

$$\frac{4}{5} \div \frac{2}{3} = \frac{2}{5} \times \frac{3}{2} = \frac{6}{5} = 1\text{-}1/5$$

Demonstrate:

$$5 - \frac{3}{4} = \frac{4 \times 5 + 3}{4} = \frac{23}{4}$$

Method 1:
$$5 - 2/3 \times 3/4 = \frac{17}{3} \times \frac{3}{4} = 4 - 1/4$$

Method 2:

$$1/2 \text{ of } 8 = 8 \div 2 = \begin{array}{r} 8 \\ \underline{\times 2} - 1/2 \\ 16 \\ \underline{4} \\ 20 \end{array}$$

Example: 12½c is 1/8 of $1.00

Copy the table of aliquot parts of $1.00 on the chalkboard.

Table of Aliquot Parts

12½c = 1/8
20c = 1/5
25c = 1/4
33-1/3c = 1/3
37½c = 3/8

50c = 1/2
62½c = 5/8
66-2/3c = 2/3
75c = 3/4
87½c = 7/8

Demonstrate by solving the following problems:

1. How much are 16 cans of soup at 25c?

16 x 1.00 = 16.00 x 1/4 = $4.00

a. With common denominators multiply numerators and denominators

b. With different denominators

(1) Cancel if possible
(2) Multiply both numerators and denominators

3. Division

a. Arrange divisor last

b. Invert the second fraction

c. Multiply

4. Mixed numbers -- a fraction and a whole number

a. Converting to a fraction

b. Multiplication of mixed numbers

5. Aliquot parts

a. Fractions used when one number is contained evenly within another.

b. A fractional part of the number on which it is based.

c. To use, multiply the quantity by the base and divide by the aliquot part.

DEVELOPMENT

2. How much are 8 notebooks at 50c?

8 x 1.00 = 8.00 x 1/2 = $4.00

Oral Drill. Erase the fractional equivalent and quiz the students individually, giving them the aliquot part and asking for the fraction.

Written Drill. Make up problems giving practice in using aliquot parts. Emphasize speed.

Written Drill. Place following problems on chalkboard and have students solve:

Multiply:

```
  10.50              10.95     10,563.8
 x  .30          x     .25      x  32.5
(3.1500)          (2.7375)  (343,323.50)
```

Divide:

```
       (790)                    (93)
1.62 /1279.80           15.5 /1441.5
       (6.48)                  (833)
163  /1056.24           .741/  617.253
```

Written Drill. (Samples only)

1. What percentage of 863 is 430?
2. Two-thirds is what percentage?
3. Find 83% of 302.
4. Find 3% of $44.50
5. If a person buys $308.95' worth of merchandise and there is a 2% tax, what is his bill?

Demonstrate:

10% of 85 = 8.5
20% of 30 = 6
50% of 124= 62

CONTENT

G. REVIEW RULES FOR THE USE OF DECIMALS

1. In addition and subtraction, keep decimals in line vertically.
2. In multiplication, count off as many decimal places in the answer as there are in both the multiplier and multiplicand
3. In division, convert the divisor to a whole number by moving the decimal to the right an equal number of places in both the divisor and the dividend (adding zeros to the latter if necessary).
   1.25 25.95

H. REVIEW THE USE OF PERCENTAGES FOR FIGURING TAX AND EMPLOYEE DISCOUNTS

1. "Percent" means by the hundredth
2. A percent is a figure expressed as a fraction of 100 or decimal of 100.
3. To find what percent one number is of another, divide the first number by the second
4. Quick methods of finding percentages:
   a. To find 10% of a number, move the decimal point to the left one place.

Demonstrate:

$$4/5 = 5\overline{)4.00}^{\;.80} = 80\%$$

4 is 80% of 5

Example: Price - 3 for 25¢

Price for 1 = 9¢
Price for 2 = 17¢ 9+8
Price for 3 = 25¢ 9+8+8

Instructor may want to set up some case problems to show the effect of not figuring multiple-pricing accurately.

Sample Case Study. David Brown works in his uncle's grocery store part-time after school. Canned soups are priced 3 for 25¢ in the store. One afternoon David's uncle noticed that David was charging only 8¢ when a customer bought one can of soup. If David had done this for all the 4,320 cans of soup sold that month, how much money could his uncle have lost? ($43.20)

b. To find 20% divide the number by 5

c. To find 50%, divide the number by 2

5. Converting to percent

a. Fractions

(1) Divide the numerator by the denominator
(2) Move the decimal 2 places to the right

b. Whole numbers

I. SPLIT-GROUP PRICING (MULTIPLE-PRICING)

1. Multiple pricing (pricing several items together such as 3 for 10¢)

2. Encourages purchase of more than just one item.

3. Odd cents are made up on the first units.

4. Determining the unit price

a. Divide the quoted price by the number of units

10¢ ÷ 3 = 4¢ for 1; 7¢ for 2

b. If the resulting figure is a fraction, raise the price to the next whole number; i.e., 18⅓¢ = 19¢

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UNIT 10 - OUTLINE

HOW COMMUNICATIONS ARE USED IN BUSINESS

OBJECTIVES: **As a result of this unit the student-trainee should:**

1. Be appraised of the value of communicative skills; speaking, writing, listening.
2. Realize the value of the telephone to business.
3. Be aware of the sales potential of a letter or an oral presentation.
4. Have an increased ability to communicate.
5. Understand that people are judged and rated by the way they talk, write and spell.

DEVELOPMENT

CONTENT

I. COMMUNICATIVE CAPABILITY--A REQUISITE FOR SUCCESS

A. THE IMPORTANCE OF SPEECH IN BUSINESS

1. In conversation "on the job" talk with the other person instead of to him. Speak on his level. By definition, conversation is an "oral exchange." Make yourself worth listening to. Be adaptable in conversation.
2. In an interview the questioner is in command. The interview is the tool of many professions and the tool is often misused.
    a. Know the purpose of the interview, and what you wish to accomplish by it.
    b. Prepare thoroughly what you are going to say.

DEVELOPMENT **CONTENT**

c. Cover your subject as clearly and as quickly as possible.

B. YOUR FUTURE IN YOUR CAREER DEPENDS UPON YOUR ABILITY TO COMMUNICATE.

1. You must sell yourself to the employer.
    a. With a letter
    b. With a resume
    c. By your presentation at the interview
2. Most jobs in distribution involve communicative processes.
    a. The entry-level salesperson must be able to project information about the product.
    b. The supervisor or department head must be able to direct his crew by oral directions and written memos.
    c. The buyer of merchandise must know how to convey his desires to the seller.
        (1) Letters, requests for adjustment
        (2) Phone orders
        (3) Direct, face-to-face communication
    d. The middle manager must be able to communicate his ideas and suggestions for growth to his superior.

DEVELOPMENT

CONTENT

d. (1) Oral presentation

(2) Memos and Letters to the board of directors

e. Technical sales people must be able to sell:

(1) To groups, by written proposals

(2) To committees--via oral and visually supported presentations

f. Advertising specialists and display people must communicate

(1) With written copy

(2) Visual persuasion

3. Oral communication has many facets

a. Issuing instructions

b. Routine business situations

(1) Conferences to solve problems

(2) Interviews with applicants or supervisors

(3) Labor negotiation sessions

(4) Casual good-fellowship confrontations.

(5) Persuading someone to accept ideas or products

[illegible]

1. Use plain language for clear understanding

2. Be brief

3. Make letter easy to read: tabulate, number items, etc.

4. Saying "No" in letters

1. Attention

2. Interest

3. Details

4. Conviction

5. Action

1. Set up in letter form

[illegible]

b. (6) Training of personnel

   (7) Personnel functions, hiring and firing.

   (8) Oral reports on surveys, findings, etc.

   (9) Formal speeches

   (10) Telephone use

4. Written communications

   a. Letters of application

   b. Application forms

   c. Sales slips

   d. Sales and Business letters

   e. Signs, showcards

   f. Ad copy and publicity releases

   g. Reports and recommendations

   h. Good will letters

5. Business letters and reports

   a. Business letters

      (1) Letters of inquiry and orders

      (2) Claim letters and adjustments

      (3) Sales letters

   b. Business reports--learn to be brief

      (1) Memo reports

2. Usually directed to a specific person

1. Primary research
2. Secondary research
3. Classifying data
4. Interpreting information
5. Graphic presentation
6. Documentation

(2) Letter reports

(3) Form reports

(4) Research reports

C. LISTENING

1. Listening is as important as speaking in communication. We are inefficient listeners. High school students retain 28 per cent of what they hear in class; people in general are only about 25 per cent efficient (they miss 75 per cent of the content). Listening (efficient) is 50 per cent of a sale. Most people do not use simple, clear English. You have to pay strict attention to get the "point" or meaning of what they are saying. Today our very survival may depend on our skill as listeners.

2. Purposes of listening:

   a. To recognize and understand speech sounds

   b. To get information

   c. For entertainment

   d. To evaluate ideas

DEVELOPMENT **CONTENT**

e. To appreciate

3. Guide to good listening:

   a. You should develop the habit of wanting to listen.

   b. You should be receptive and open-minded.

   c. Are you aware of the effect of your own prejudices?

   d. Are you willing to hear the speaker out?

   e. Sit where you can see and hear.

   f. Relate what the speaker is saying to past knowledge and experience.

   g. Evaluate the speaking as you hear and understand it.

D. USING THE TELEPHONE

1. Answer calls promptly. Identify yourself at once. Take calls for other persons courteously, and write down all messages.

2. Give your immediate and undivided attention in taking and making calls. What you say is important - how you say it makes the difference.

3. Explain all delays if you leave the line. Be sincere and helpful. Use a normal conversational voice and speak distinctly at an appropriate speed. Simple, understandable language is best.

DEVELOPMENT

Minimize this aspect of this unit. This will be covered in depth during the succeeding programs.

CONTENT

4. When transferring calls take time to see that the proper person is reached.

5. End the call pleasantly. You are making a last impression. Use a low-pitched voice with good variation in tone.

II. WRITING FOR BUSINESS

A. THE FOUR TESTS OF GOOD BUSINESS WRITING

1. Good Will
2. Persausion
3. Style
4. Appearance

B. TYPES OF BUSINESS LETTERS:

1. All personal written communications should be purposeful. They should begin by transmitting ideas to secure a specific response.

2. Products are made to satisfy needs or desires of other people -- rarely for the maker's own use. Many times the consumer is not aware of a need until it is pointed up by a sales letter.

3. You must employ critical thinking before writing an employment letter. You must analyze yourself, survey work opportunities, and fit your qualifications to job requisites. Only then are you ready to write. In an employment letter one must secure favorable attention and supply evidence of performance ability.

III. THE STUDENTS MUST BE IMPRESSED with the necessity for the use of correct spelling, good grammar, and neat work.

A. MECHANICAL ERRORS, LAYOUT, APPEARANCE AND CONTENT ALL AFFECT THE QUALITY IN ANY COMMUNICATION.

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UNIT 11 - OUTLINE

HOW TALENT, HOBBIES AND FAMILY BACKGROUND CAN PRODUCE IN DISTRIBUTION

OBJECTIVES: As a result of this unit the student trainee should:

1. Realize that he has a wealth of accumulated background from prior years - he should utilize this to good advantage.
2. Identify his main interests.
3. Understand that interest is not the same as ability.
4. Find strength in accomplishments and experiences.

DEVELOPMENT

Discuss as many relationships as you can. Go into as many fields as you can, (wholesaling, management, sales etc.)

CONTENT

I. AUTOBIOGRAPHY - A TOOL FOR ENLIGHTENMENT

A. FAMILY BACKGROUND USUALLY GIVES SOME HINT OF POSSIBILITIES.

1. For instance (father a mechanic) auto sales a possiblity.

2. Cluster of occupations can be developed around an interest.

a. Family hobby - taking pictures

(1) Retail photography sales
(2) Finishing studio
(3) Commercial photography
(4) Camera work for advertising layout
(5) Factory representative for large manufacturer

(6) Sales - wholesale
(7) Camera buyer in wholesale firm
(8) Xerox representative

b. Artistic talent, music, etc.

[redacted] [redacted]

- **(1) Fashion design**
- **(2) Display**
- **(3) Store design**
- **(4) Sign writer**
- **(5) Advertising layout**
- **(6) Musical instrument - sales**
- **(7) Record sales (wholesale)**

c. Physical Skill - athlete

- **(1) Sporting goods, factory representative**
- **(2) Wholesaler athletic goods**
- **(3) Promotion, athletic events**
- **(4) Conditioning health studio**
- **(5) School services - athletic camps, ski schools**

d. Hobby Skills

- **(1) Retail sales, hobby department**
- **(2) Automotive speed shop sales**
- **(3) Tool wholesaler**
- **(4) Sewing and fabrics**

e. Mechanical Skill

- **(1) Machinery sales**
- **(2) Outboard motor sales**
- **(3) Office machinery**
- **(4) Sewing machines**

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UNIT 12 - OUTLINE

PLAN FOR A CONTINUING EDUCATION TO PROGRESS IN BUSINESS

OBJECTIVES: As a result of this unit the student-trainee should:

1. Develop a logical attitude toward the contemporary view that any worthwhile career will require continuing education.
2. Understand that reading is a very successful means of self-education.
3. Develop a thirst for knowledge and information along his specialty line.
4. Realize that reading and learning about one's chosen career can be exciting and interesting.
5. Know how to get additional information for "self-education".
6. Be aware of the scope of Distribution Education and the importance of academic studies in broadening his knowledge and opportunities.
7. Realize that his goals and objectives will change with new technology.
8. Understand the value of qualifications and the desirability of being prepared.

DEVELOPMENT

Use official bulletins, etc. Have a speaker from a community college or vocational school come in. Collect catalogs from as many institutions as possible.

Have a university representative talk about distribution possibilities to the students - describe program.

CONTENT

I. OPPORTUNITIES FOR CONTINUING EDUCATION TOWARD A CAREER IN DISTRIBUTION

A. ACADEMIC INSTITUTIONS OFFERING TRAINING

1. Technical institutes and community colleges.
    a. Mid-management
    b. Grocery management
    c. Agri-Distribution

Describe briefly the various types of courses and curricula available in the adult business and Distributive Education programs offered in local high schools.

- **d. Specialty courses of all kinds**
- **e. Short programs (adult education)**

2. University Courses

- **a. Marketing**
- **b. Advertising**
- **c. Business Administration**

3. Private Business Colleges

- **a. Salesmanship**
- **b. Personality development**
- **c. Charm schools**

B. COMPANY PROGRAMS

- **1. Specialized**
- **2. Management**
- **3. Company-financed programs in schools and colleges**

C. ADULT DISTRIBUTIVE EDUCATION CLASSES

1. Importance

- **a. Improve basic skills**
- **b. Provide specialized training**

2. Levels of Training

- **a. Employee**
- **b. Supervisory**
- **c. Management**

[redacted]

Have a recent D. E. graduate discuss the need for continued education and training as an employed adult interested in career opportunities in this field. Discuss various types of scholarships, loans and other forms of financial assistance available to pupils interested in and qualified for post secondary education.

[redacted]

3. Curricula
4. Individual Study
    a. Trade association materials
    b. Manufacturers' Bulletins
    c. Correspondence schools
    d. S.B.A. Programs
    e. YMCA, etc.,-sponsored

D. SPECIALIZATION & GENERALIZATION

1. Specialist
    a. Devotes his studies and preparation to one particular
        (1) Branch
        (2) Subject
2. Generalist
    a. Familiar with company
    b. Familiar with industry
3. Specialist-Generalist
    a. Best possibilities

II. WHY PLAN FOR CONTINUING EDUCATION

A. NEW JOBS REQUIRE NEW SKILLS

B. TO GET A DIFFERENT KIND OF JOB

C. CONTINUED EDUCATION WHILE HE WORKS

1. To preserve his status
2. To keep up to date to do his job better

DEVELOPMENT

Collect reference section of trade journals.

Develop a collection of trade journals.

CONTENT

3. Promotions require increased capabilities
    - a. American Institute of Banking
    - b. Certified Life Underwriters (CLU)
    - c. Real Estate Schools
        - (1) Companies will arrange & finance up to 100%
4. The boss approves
5. A university could not possibly anticipate the specific training needed.

D. Reading is one of the best forms of self-education

1. Trade journals and technical publications have a world of information.
    - a. Scope of publications (for instance:)
        - (1) 39 advertising trade publications
        - (2) Sixty-one publications involving foreign trade
        - (3) Sixty-five labor magazines
        - (4) Sixty-one insurance publications
2. Read authoritative business papers for continuation of general business education
    - a. Wall Street Journal, Fortune, Business Week
3. Attendance at, and par-

ticipation in, Professional and Business activities.

a. Listen to panels and educational TV

b. Actively participate in business associations

c. Build your own library for personal development

ONE VITAL ASPECT OF JOB INSURANCE IS GROWTH ON THE JOB. AN ATTEMPT TO REMAIN CONSTANT USUALLY INDICATES A TREND DOWNHILL.

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Know Your Library, 11 min., sound, b & w. Tells of Dewey decimal system, library organization, card file, etc. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

Library Organization, 11 min., sound, b & w. Gives the organization of the the school library, the card catalogs, Dewey Decimal system. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

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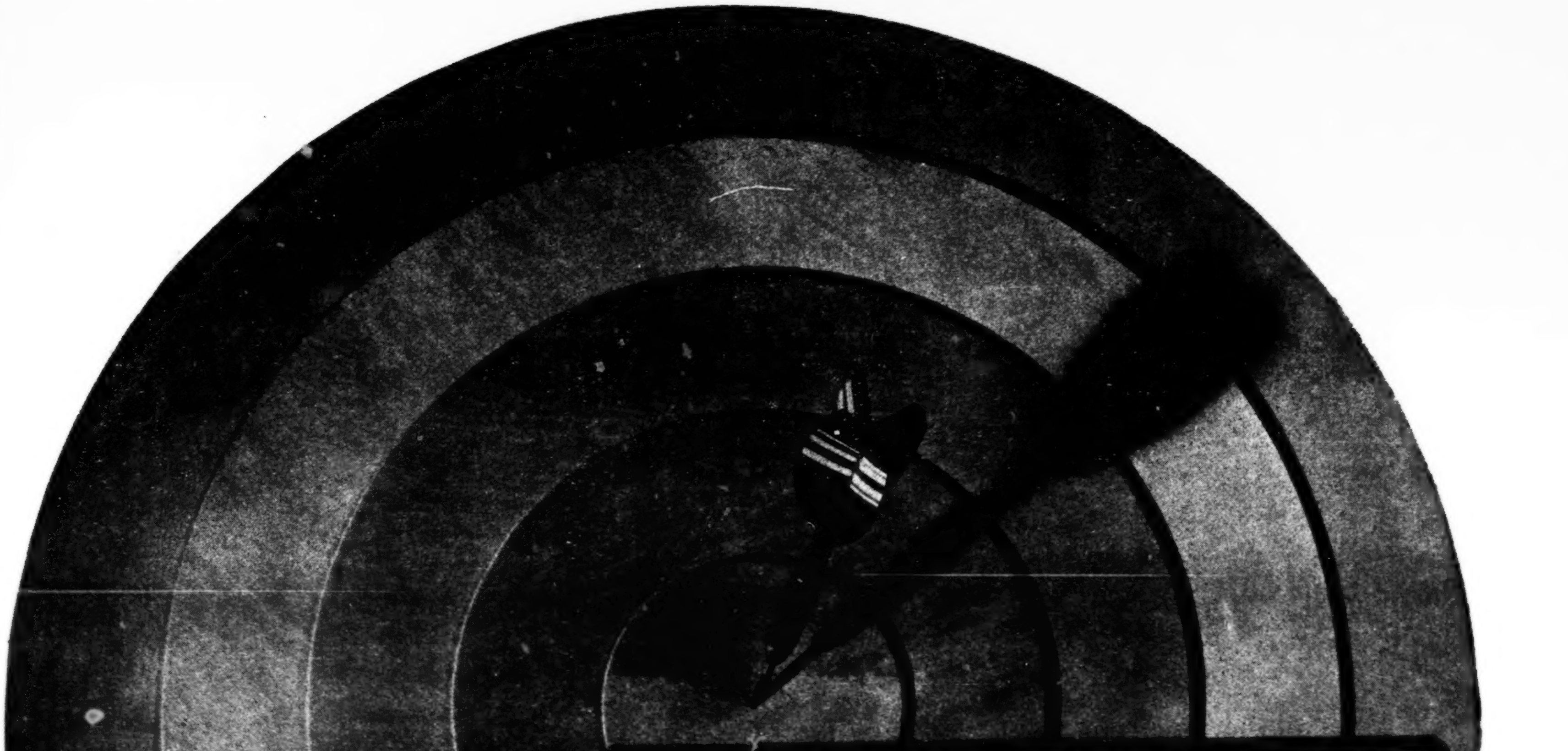

select
a career

UNIT 13 - OUTLINE

CAREERS AND OPPORTUNITIES

OBJECTIVES: As a result of this unit the student-trainee should:

1. Know about the thousands of career opportunities in distribution.
2. Be directed toward a realistic occupational objective for himself, narrower than the field of distribution.
3. Be appraised of the fact that his choice of an occupational goal can allow for a shift within the range.
4. Realize that his ultimate achievement depends upon his individual capacity and motivation.
5. Be developing an individual occupational plan for himself, including job requirements, education plans, possible advancement patterns, methods of attaining necessary results, and adjusting plans.
6. Understand that some students must adjust to the fact that they can contribute most in a low-level job which might not require additional D. E. training.

[redacted]

Use Standard Industrial Classification for partial list of Distribution occupations.

Refer to Mapping Your Occupational Training - Washington State, Superintendent of Public Instruction, 1963

Discuss the field of Distribution. Explain generally what it covers, such as retailing, wholesaling, and services. Emphasize occupations that

[redacted]

I. DISTRIBUTIVE CAREERS ARE VARIED AND INTERESTING

   A. POPULATION IS GROWING CONSTANTLY TO PROVIDE EXPANDING MARKETS AND MORE CUSTOMERS.

   B. DISTRIBUTION WILL ALWAYS BE NECESSARY SO EMPLOYEE WILL BE ABLE TO MAINTAIN EMPLOYMENT DURING HIS WORKING YEARS.

   C. SKILLED EMPLOYEES CAN ALMOST ALWAYS FIND A JOB.

   D. THERE ARE ABOUT 800 DIFFERENT JOB CLASSIFICATIONS' INVOLVING DIFFERENT SKILLS, DUTIES, AND OPPORTUNITIES IN RETAILING ALONE.

[redacted]

are not generally well-known and obvious.

Discuss with students the future job potential in the field of Distribution.

In general terms, discuss the income potential of Distributive occupations.

Discuss the fact that there is a place for everyone in the field of Distribution.

[redacted]

1. Selling ability
2. Artistic ability
3. Writing ability
4. Mathematical ability
5. Management ability
6. Other

E. THERE IS AN INCOME LEVEL FOR EVERY DEGREE OF AMBITION AND ABILITY

1. Work as a journeyman
2. Management opportunities
3. Incomes can range from making a part-time supplemental income to over $100,000 per year.
4. Those who desire and require supervision.
5. Those who desire wide freedom of action (selling).
6. Those who desire to plan and direct the activities of others.
7. Those who desire independence (Self-employed businessman)

F. DISTRIBUTION IS A FAST MOVING AND DYNAMIC INDUSTRY

1. Merchandise is changing constantly.
2. Merchandising methods are changing constantly.
3. Customers and markets are in a constant state of change.

[redacted]

Discuss the fact that Distribution can be glamorous and exciting.

[redacted]

G. THE FIELD OF DISTRIBUTION OFFERS OPPORTUNITY TO TRAVEL

1. Local travel
    a. Salesman travel within local and national territories.
    b. Buying trips to large production centers.
2. International travel
    a. Import-Export business
    b. Foreign branches of large companies
    c. Buying trips to foreign production centers.

H. EVERYDAY IS DIFFERENT BECAUSE OF CONTACTS WITH PEOPLE

II. CAREER OPPORTUNITIES IN DISTRIBUTION

A. RETAILING OFFERS MANY POSSIBILITIES

1. Large career field with many openings.
2. Variety of jobs
3. Employment for beginners and the unskilled
4. Trained specialists needed
5. Part-time workers needed
6. Equal opportunities for women

Emphasize the value of technical knowledge, such as chemistry, metallurgy, etc. as base for a fine career in Distribution.

Go into detail about factory representatives, industrial detail men, etc. - also special opportunities for women, - cosmetology consultants, advertising specialists, demonstrators, etc.

7. Interesting work with good wages, hours, and working conditions.

B. WHOLESALING

1. Work up in marketing department of wholesaler or manufacturer.
2. Work up in sales department of wholesaler or manufacturer
3. Employment for beginners and the unskilled
4. Detail man, including route man
5. Pioneer salesman
6. Sales engineer
7. Missionary salesman
8. Driver salesman

C. SPECIALIZED SALES POSITIONS

1. Real Estate
2. Insurance
3. Securities
4. Automobiles
5. Heavy equipment
6. Marine equipment

D. OTHER DISTRIBUTIVE CAREER OPPORTUNITIES

1. Transportation
   a. Railroads
   b. Trucking lines both local and long distance

OUTCOME

Use Career Opportunities booklets published by New York Life Insurance Company:

- Advertising
- Banking
- Go Into Business for Yourself
- Dietician
- Food Retailing
- Home Economist
- Life Insurance
- Personnel Work
- Pharmacist
- Public Relations
- Purchasing Agent
- Retailing
- Salesman
- Traffic Manager

CONTENT

c. Airlines

d. Water transportation

2. Merchandising and sales promotion

    a. Dairy Associations, etc.

    b. Washington State Apple Commission

    c. Meat Institute

    d. Others

3. Association Executives - Work in promoting and directing associations

    a. Restaurant

    b. Grocers

    c. Hardware dealers

    d. Others

4. Financing

    a. Banking

    b. Credit agencies other than banks

    c. Security and Commodity Brokers, Dealers, Exchange and Services

5. There are many phases of manufacturing that require knowledge of retailing business

    a. Purchasing agent

    b. Marketing Manager

    c. Sales Manager

[redacted]

All these have special implications for those with special interests.

Also direct sales from manufacturers to wholesalers and retailers.

Have guest speakers discuss their particular field of Distributive occupation. Students should be helped to realize the wide scope of Distributive occupations.

[redacted]

- **d. Advertising Manager**

6. Retailing specialties

- **a. Food stores**
- **b. Men's and Women's apparel stores**
- **c. Hardware stores**
- **d. Furniture stores**
- **e. Variety stores**
- **f. Automobile dealers**
- **g. Appliance stores**
- **h. Department stores**
- **i. Other retail stores**
- **j. Vending sales**
- **k. Door-to-door sales**

7. Wholesaling specialties

- **a. Food products**
- **b. Drugs and allied products**
- **c. Hardware**
- **d. Sporting Goods**
- **e. Marine supplies**
- **f. Automobile parts**
- **g. Others**

8. Service specialties

- **a. Repair services**
    - **(1) Automobile**
    - **(2) Television**
    - **(3) Others**

DEVELOPMENT

Have speakers from Grocers' Association, from companies such as Sears and Penney's, from large grocery chains, and local merchants speak to students. Have them discuss interesting phases of their particular jobs.

CONTENT

b. Hotels and motels

c. Amusement and recreation services

  (1) Motion pictures
  (2) Resorts
  (3) Golf courses - miniature and regular

d. Personal services

  (1) Cleaning services
  (2) Beauty Salons
  (3) Dry Cleaners

E. VARIOUS JOBS IN EACH AREA OF DISTRIBUTION

1. Selling

2. Display

3. Advertising

4. Buying

5. Personnel

6. Management positions

7. Others

III. CAREERS IN SALES

A. THE SOCIAL AND ECONOMIC ASPECTS OF SELLING

1. Selling is necessary to move products from farms and factories

2. Selling is essential to high employment

  a. One salesman is responsible for the employment of 31 factory workers-this equals 109 consumers.

DEVELOPMENT	CONTENT
Introduce the fact that there are sales functions involved in warehousing, trucking, etc.	b. He also contributes to the success of other enterprises such as railroads, truckers, warehouses, etc.
	3. Sales competition forces manufacturers to improve and develop products
Discuss financial opportunities in the sales field.	4. Sales create mass consumption which makes possible mass production. a. Lower prices b. More jobs
	5. Results in wide selection of goods for consumers.
	6. Helps maintain high standard of living.
	7. Business helps provide civic leadership a. Chamber of Commerce b. Service clubs c. Help school projects such as Distribution Education classes
	8. Retailers serve as purchasing agents for the public. a. Bring together large selections of merchandise from all over the world. b. Provide customers products from various sections of the United States

[redacted]

Have students suggest list of advantages and disadvantages of various Distributive occupations. Students should consider both sides of the picture -- the good and the bad.

Show the urgency for developing good sales techniques. Describe the customer-salesperson relationship. Discuss whether or not it is easier to sell to friends than to strangers.

Review the unit on Channels of Distribution so that pupils can relate the types of selling jobs to elements in the distribution cycle.

Emphasize the point that selling takes place at many levels, not just at the ultimate or consumer level. Discuss the differences between consumer goods and industrial goods.

[redacted]

B. ADVANTAGES AND DISADVANTAGES OF A SALES CAREER

1. Advantages
   - a. High income
   - b. Opportunity for advancement
   - c. Freedom
   - d. Others
2. Disadvantages
   - a. Lack of normal home life
   - b. Lack of authority
   - c. Monotony

C. TYPES OF SELLING

1. Personal selling
   - a. Consumer selling
     - (1) Retail (or in-store) selling
     - (2) Direct or specialty selling
     - (3) Route or driver selling
   - b. Merchant selling
     - (1) Dealer-service selling
     - (2) Wholesale or jobber selling
     - (3) Detail selling
   - c. Industrial selling
     - (1) Industrial goods selling
     - (2) Sales engineer
     - (3) Service salesman

[redacted]

Outline briefly, since these topics are to be presented later in more detail.

Discuss comparative earnings of various jobs.

[redacted]

- d. Intangible goods or service selling
    - (1) Agent
    - (2) Broker
    - (3) Counselor
- 2. Non-personal selling
    - a. Automatic selling-vending machines
    - b. Mass merchandising-self service
    - c. Advertising and publicity
    - d. Display
    - e. Public relations and goodwill
    - f. Preselling
    - g. Packaging
    - h. Catalog and mail order sales
    - i. Telephone selling-canvassing
    - j. Rack jobbing

D. SALARY RANGE IN THE FIELD

- 1. Retail Control
    - a. Junior executive - $3,000 to $10,000.
    - b. Senior executive - $7,500 to $15,000.
    - c. Company officers in Control earn over $25,000.

[redacted]

[redacted]

Use table on page 7 of Salesmanship-Helping the Prospect Buyer--G. E. Kirkpatrick. Figures show relative earning levels for college graduates 5 and 10 years after graduation.

2. Credit management
   a. Similar to Control executives
3. Personnel
   a. Junior executives - $3,000 to $7,500.
   b. Department managers- $3,000 to $15,000.
   c. Senior executives - $5,000 to $25,000.
4. Retail selling - various, can be as much as $10,000 per year.
5. Merchandise managers - $10,000 to over $35,000.
6. Sales Promotion
   a. Junior executives - average $5,000.
   b. Department managers- $5,000 to $20,000.
   c. Senior executives - $7,500 to over $25,000 Salaries of $30,000 to $40,000 are not uncommon.
7. Store Operations
   a. Junior executives - $3,000 to $7,500.
   b. Department managers- $3,000 to over $10,000
   c. Branch managers - $5,000 to over $25,000 (The typical executive has been with his store for 15 years.)

Have local merchants speak to class and discuss the financial potential of a sole-proprietorship or small partnership type of business.

Have pupils prepare simple job descriptions for several types of sales-supporting jobs.

E. HIGH INCOME POTENTIAL IN MOST SELLING FIELDS

1. Varies with particular field and ability of salesman

   a. As a general rule, highest income figures in business are in selling

   b. Selling ranks highest among all fields in average earnings

   c. Income ranges almost $1,000 to $2,000 more than national average income.

2. Opportunities in Self-Owned Business

   a. Use trade associations for information on average financial potential of a sole-proprietorship or small partnership type of business.

      (1) Grocery or food business
      (2) Appliances
      (3) Furniture
      (4) Clothing-Men's and Women's
      (5) Hardware
      (6) Sporting Goods
      (7) Others

IV. SALES-SUPPORTING ACTIVITIES

A. ACTIVITIES INVOLVED IN PHYSICAL HANDLING OF MERCHANDISE

B. ACTIVITIES SUCH AS RECEIVING, CHECKING, MARKING AND STORAGE

State difference in concepts between non-selling and supporting. (More importance is attached to latter.)

Have pupils estimate proportion of selling to sales-supporting employees in their training stations. Develop sales-supporting activities for pupils' work in the school store or distributive education laboratory.

C. SIGNIFICANCE OF SALES-SUPPORTING ACTIVITIES

1. Change in terminology
2. Differences between non-selling and sales-supporting activities
3. Importance in terms of number of personnel involved
    a. Department stores - 60 percent; sales-supporting, 40 percent salespersons
    b. Self-service operation
4. Functions performed in relation to sales
    a. Keep merchandise in saleable condition
    b. Make merchandise available when needed.

[redacted]

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Your Futures What You Make It, National Association of Manufacturers, N. E. 40th Street, New York, N.Y.

Your Opportunity in Distribution, National Association of Manufacturers, N.E. 40th Street, New York 17, N.Y.

Your Opportunity in Management, National Association of Manufacturers, N. E. 40th Street, New York, N.Y.

FILMS

Along Main Street, 40 min., sound. You are shown the wide scope of selling from grocers to doctors, gas station operators to lawyers, etc. This is followed by a long series of pictures and many verbal examples up to the main topic "Good Will." Source: Coca Cola Company, local distributor.

Career Calling, 27 min., color. Tells the story of the opportunities in marketing today to encourage young people to enter the field of selling. Jam Handy.

Challenge of Management, 30 min. Details responsibilities of a business manager and problems to be met in operating a proprietorship, partnership or corporation. Source: National Educational Television Film Service Audio-Visual Center, Indiana University, Bloomington, Indiana. $5.25 fee.

Choosing Your Occupation, 11 min., sound, b & w. A counselor is shown talking with a graduate about the things he should consider in choosing a vocation such as his interests, abilities, etc. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

Eddie, Inc., 26½ min., color. An application of lessons in free enterprise as discovered by Eddie and his corporation in establishing a refreshment stand. Source: Association Films, Inc., 25358 Cypress Ave., Hayward, California.

Jackson's Tree, 15 min., color. Shows many advantages that youth can find in the food industry. Points out the opportunities offered in this field. Rarig Presentations Service, Inc., 2100 North 45th Street, Seattle, Wash.

[illegible]

Selling as a Career, 11 min., b & w. Includes everyday duties and responsibilities of a good salesman. Helping the customer choose, giving advice to the customer, and selling to stores and house to house. Source: Audio-Visual Services, Division of Continuing Education, Coliseum 131, Corvallis, Oregon. $2.50 rental.

Your Life's Work, 10-15 min. each, sound, color or b & w. This is the first of a series of 36 films describing the opportunities, requirements, and duties in individual occupations. Motion Picture Division, 815 East Center Street, Search, Arkansas.

UNIT 14 - OUTLINE

THE ANATOMY OF EMPLOYMENT

OBJECTIVES: As a result of this unit the student-trainee should:

1. Understand the factors influencing the choice of work; duties, hours, conditions, etc.
2. Know what employers expect from employees.
3. Know about union requirements, licenses, legal requirements, benefits and compensations.
4. Know why some fail in their chosen careers.
5. Be aware of the essentials for success in the chosen field.

DEVELOPMENT

CONTENT

I CHOOSING A VOCATION

- A. STATUS OF OCCUPATION
    - 1. Importance
    - 2. Extent; local and world-wide
    - 3. Will demand increase? economic trends
    - 4. Future and present availability of work
- B. NATURE OF WORK
    - 1. Type of work
        - a. Group or individual
        - b. Physical or mental
        - c. Male or female
        - d. Inside or outside
        - e. "White collar" or overall job
        - f. Stimulating or monotonous

[redacted]

Explain and emphasize the importance of these non-selling duties. Many times advancement depends on the cooperation of salesmen in non-selling duties. Emphasize the necessity of never "standing around with nothing to do." Point out that nonretail salesmen usually do not have all of these duties.

Explain and discuss on an individual basis - each student, each job.

[redacted]

2. Duties -- things a worker does, (a typical day's work)

   a. (For example) Non-selling duties of a retail salesman

      (1) Keep stock neat and orderly.
      (2) Arrange interior displays
      (3) Take inventory
      (4) Keep records
      (5) Direct customers
      (6) Perform housekeeping duties within the department
      (7) Prevent or reduce waste, losses, accidents and shoplifting.
      (8) Cooperate in safety campaigns
      (9) Perform one's share of cleanup tasks cheerfully
      (10) Assist in receiving, marking, checking or shipping
      (11) Help maintain accurate records
      (12) Help take accurate inventories when required
      (13) Help set up, clean, and care for counter displays
      (14) Learn how others handle complaints and adjustments
      (15) Observe the policy for returns
      (16) Initiate and maintain accurate want slips

3. Special divisions of the work; related occupations into which this particular occupation may lead.

   a. Line of promotion

      (1) Better job in same department

Review advantages and disadvantages of the various types of compensation.
Wages - Pay given for labor, usually manual or mechanical, at short, stated intervals.
Salary - Fixed compensation regularly paid...by the year, quarter, month, or week.

(2) Better job in different department
(3) Better job in another firm

b. Avenues of promotion

(1) Small business
(2) Large business

c. Ways to advance

(1) Seniority
(2) Job competence

(a) Do I know all aspects of the job thoroughly?
(b) How does the quantity of work done by me compare with others?
(c) How does the quality of my work compare?
(d) How much supervision do I need?
(e) How do I get along with co-workers?
(f) How is my personality?

C. COMPENSATION AND BENEFITS

1. Types of compensation found in distribution:

a. Straight salary

b. Salary plus commission

c. Quota-bonus plan

d. Straight commission

2. Productivity

a. Definition -- the quality or state of being productive.*

Webster's International Dictionary

[redacted]

Example: John Smith works in a stockroom of a large department store. Last week he opened 4,800 boxes in 40 hours. He earns $1 an hour or $40 a week.
Productivity = 4,800÷ (40x1.00)
= 4,800÷ 40.00 = 120 @1.00

Explain: A $50 salary or draw is 5 percent of $1000 which would be the expected weekly sales.
Salary 50 = 5% selling cost
Sales 800 = 6%
A decrease in sales gives an increase in selling expense.

Explain: Profits = Sales - Expenses

Explain: Net Sales = Gross Sales - Returns from customers

Example:

Total sales for week	$925
Less Returns	-15
Net sales	910
Salary $54.60 a week	$\frac{54.60}{910.00} = .06$
Selling cost = 6%	

[redacted]

b. Measurement of productivity

(1) Productivity =
work ÷ hours x pay
(2) Resulting figure provides means of comparing the production of different employees in non-selling fields.

c. Calculation of individual selling costs

(1) Means of comparing the productivity of retail salespeople
(2) It is of value to know how much, percentage-wise, it is costing the store to employ a salesperson
(3) Salaries and quotas are calculated as a percentage of the sales expected by the employer.

(a) Usually 5 to 7%
(b) If production drops, selling costs go up.

(4) Fluctuations in selling expense directly affect profits
(5) Net sales must be used
(6) To find the percentage a sales person's salary is to the retail price of the merchandise that salesperson sold:

(a) Total all the sales for the pay period
(b) Deduct all the returns during the pay period to get net sales
(c) Convert the decimal resulting to a percentage.

See current issue of Employer's Tax Guide, published by the Treasury Department, Internal Revenue Service.

Instructor may want to give some practical experience in computing gross pay and net pay. Simple problems should be given.

3. **Salary Deductions**

   a. **Gross pay** - is that amount earned by an individual before any deductions have been made.

   b. **Deductions**

      (1) **W/H Tax** (withholding for income tax)

         (a) Percentage based upon gross salary and number of dependents.
         (b) Usually determined by a tax table provided for employer's use.

      (2) **OASI** (Old Age Survivors Insurance -- Social Security

         (a) Flat percentage of the gross earnings.
         (b) (Check with Social Security Office for current rates.

      (3) **Net** (Deduction for company employee retirement program)
      (4) **Med Ins** (Medical Insurance)
      (5) **Ind Ins** (Industrial Insurance may be mandatory in some states.
      (6) **Misc. Deductions** (Usually itemized. Such things as Government Bonds Savings Program, company Credit Union payments, payroll savings plan, etc.)

   c. Net Pay - is that amount remaining after deductions (take-home pay).

   d. Job Benefits:

[redacted]

Have the students suggest benefits which employees receive from their work.

This benefit is often taken advantage of by employees purchasing goods for other friends or relatives.

Sample Problem

Base $14.95
Rate x.10
$1.4950 = $1.50

$14.95
-1.50
$13.45 price to employee

SST .56
14.01 cost to employee

Students should have ample practice in working this type of problem.

[redacted]

(1) Besides receiving a wage for working, the employee may receive many other benefits in addition to money.
(2) These job benefits are sometimes called "fringe benefits." The number of benefits the employee receives may be determined by the size of the company or business and how strong the union is in the particular occupation.
(3) There are many, many benefits which employees receive. Some of these are:

4. Employee Discounts
   a. Most stores allow a 10%, 15%, or 20% discount to employees on all merchandise purchased in the store.
   b. To figure the discount and the cost to the employee--
      (1) Multiply the base (retail price of item) times the rate (% of discount) to get the amount of the discount.
      (2) Subtract the amount of the discount from the retail price to get the price of the item to the employer.

5. Medical and insurance benefits
   a. Many companies or businesses offer either lowrate insurance plans or

Many firms are very active in supplying recreational activities for their employees.

These are far from all the benefits employees receive. Have students make a survey of two or three firms in their town to determine the benefits offered employees.

pay a portion of the premium for their employees. Some large businesses have their own medical plans which are tied in with insurance compensation.

6. Recreational

   a. Many businesses sponsor recreational activities for their employees. An employee may be in the bowling league, softball league, dances, parties, etc.

7. Vacations

   a. Paid vacations are offered by many businesses. Usually the employee receives his full pay and the amount of time off is determined by the number of years of service.

8. Social events such as dances, banquets, programs for children of employees.

9. Convenient lunchrooms are supplied by larger firms. Usually food is good and sold at a reasonable price.

10. Lounges and clean rest rooms are becoming more important to employers.

11. Locker rooms for employees to keep their coats and other belongings.

12. Sick leave - time off with pay when employees are ill.

13. Profit-sharing plans:

    a. Employees are given the opportunity to share profits with employers. Often the purpose is to improve cost control and induce employees to work better for the company.

14. Credit Unions are made available by some large firms.

15. Training programs are becoming more popular as business and employees are aware of the benefits of getting ahead.

16. Retirement programs - some firms offer programs which will help employees in later years - which keeps employees with the firms many years and lowers the turnover rate.

17. Employee newspapers and magazines are being used by some firms to keep employees informed of conditions of the business, special events, etc.

D. WORKING CONDITIONS

1. Hours overtime, extra duty, Sunday work, night shifts.
2. Holidays and vacations.
3. Opportunities for learning.
    a. Travel
    b. Experience
    c. Training
4. Steadiness of work
    a. Seasonal fluctuations
    b. Turnover
5. Fatigue factor
    a. Working alone

The purpose of this section is to familiarize trainees with basic rules and regulations. Many of these items will be covered in employee handbooks. Policies will vary in each business, and trainees in small organizations may have difficulty in learning specific policies in many instances.
Stress importance of compliance with rules.
Show various employee handbooks.
Discuss reasons for various rules.

- b. Work variety
- c. Physical requirements
- d. Importance of decisions
- e. Meeting the public
- f. Responsibility for decisions

E. WHAT EVERY EMPLOYEE SHOULD KNOW ABOUT HIS FIRM

1. Regulations and policies
    - a. Dress
    - b. Wages and hours
    - c. Lunch periods
    - d. Absences from work
    - e. Holidays and vacations
    - f. Discounts and shopping privileges
    - g. Smoking
    - h. Recreational facilities
    - i. Personal calls
    - j. Parcels
    - k. Sales records
    - l. Training sessions
    - m. Rating or evaluation sheets
    - n. Employee parking
    - o. Store entrances for employees
    - p. Visitors during working hours
    - q. Military leave and Civil Defense

r. Other policies

F. WORKERS AND UNIONS

1. Why do workers join unions?
   - a. Gain more control over their working conditions
   - b. Gain the right to collective bargaining
   - c. Obtain more fringe benefits
   - d. Fair treatment by employers
2. How do unions get what they want?
   - a. Collective bargaining procedure
   - b. Strikes
   - c. Boycotts
   - d. Union labels
   - e. Picketing
3. The effects of strikes on labor, management and our economy
4. Union requirements of certain occupations

G. EMPLOYER - EMPLOYEE RELATIONS

1. What does my employer expect of me?
   - a. A full day's work for a full day's pay
   - b. Adherence to employer's rules, regulations, policies, and orders
   - c. Proper care of employer's tools, materials, equipment, and supplies

d. Good judgment in handling confidential company information

e. Respect for superiors on the job

f. Use of initiative on routine jobs

g. Promptness in reporting for work

h. Regular attendance on the job

i. Good personal appearance

j. Loyalty

k. Getting along with other people

2. What may you expect of your employer?

a. Work and wages

b. Training

c. Safe working conditions

d. Employer responsibilities

   (1) Social Security payments
   (2) Workman's Compensation
   (3) Information regarding company rules and changes in the rules

e. What if the employer does not live up to these expectations?

   (1) Your rights may be enforceable by law
   (2) Rights may be protected by union contract

3. Methods of terminating employment

a. By request of either you or your employer at the end of the school year

b. By mutual agreement of your coordinator, your employer and yourself

c. Length of notice - minimum of two weeks

d. If unhappy with your job - do a better job

e. Always remember that your boss is human too -- try to get along with him

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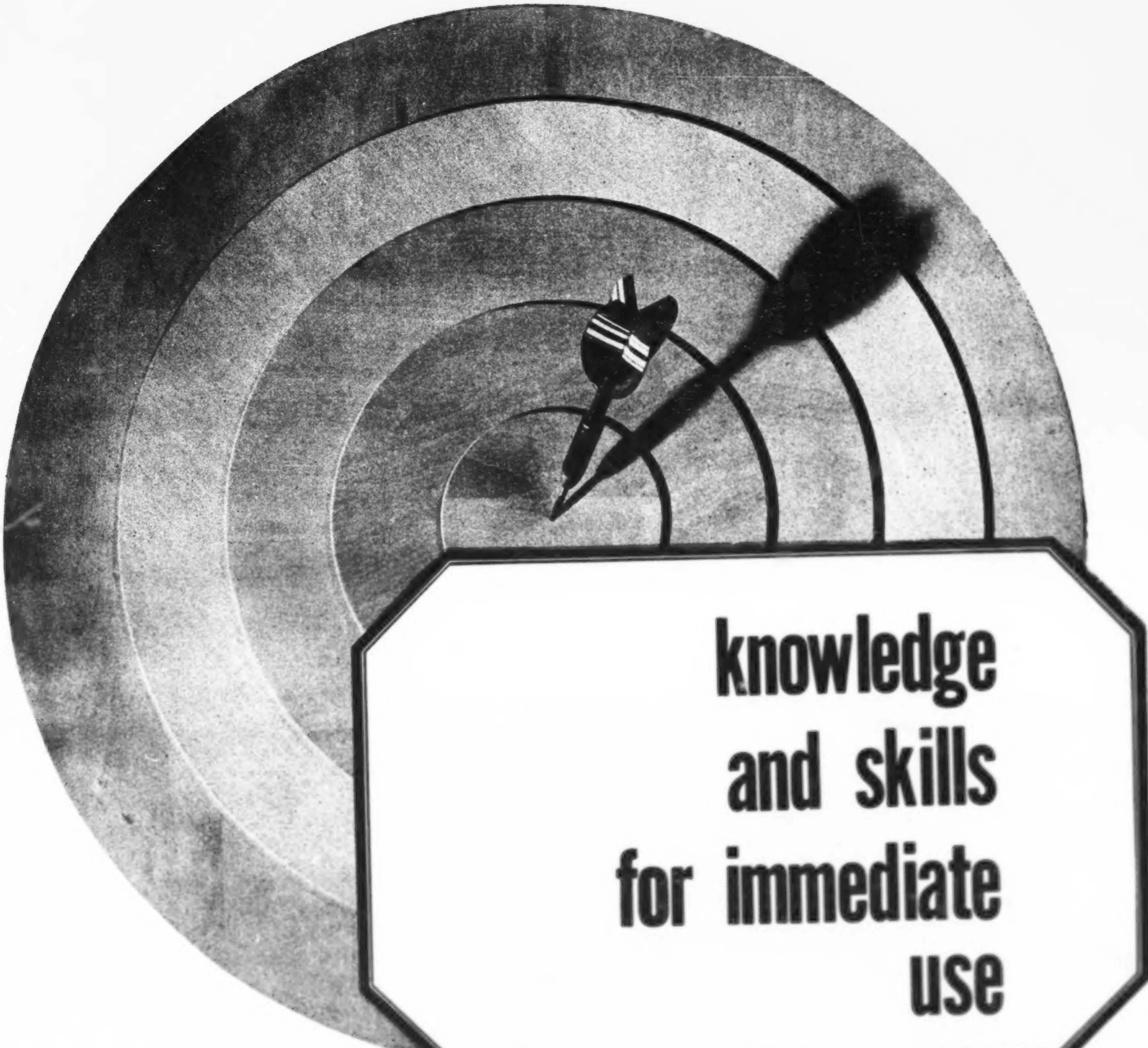

knowledge and skills for immediate use

UNIT 15 - OUTLINE

BEGINNING SALESMANSHIP

OBJECTIVES: As a result of this unit a student-trainee should:

1. Have a working concept of selling and basic techniques for performing an entry selling job.

[illegible]

A simple five-step selling cycle is suggested here. Present techniques to show pupils that 30 seconds of waiting may seem to be a much longer interval of time. As an illustration ask one pupil to try to hold his breath for 30 seconds.

Stress that selling is the prime responsibility of a salesman.

Discuss the various approaches, emphasizing the need to vary the approach to the situation.

Have pupils discuss how often they hear this approach, and how it has become meaningless in most situations.

[illegible]

I. THE SELLING CYCLE

  A. STEP I - THE APPROACH (GETTING ATTENTION)

    1. General considerations

      a. Greet the customer promptly

      b. Practice alertness and interest

      c. Make a favorable first impression with good personal appearance.

      d. Remember that selling takes priority over other duties, such as stockkeeping.

    2. Types of approaches (openings)

      a. Greeting apprcach - "Good morning," "Hello", etc.

      b. Service approach - "May I help you?", etc.

      c. Merchandise approach

      d. Other types of openings- exhibit, anec-

[redacted]

This may be the most effective one. Give examples, and have practice in role-playing.

Show that the decided customer is easy to satisfy if merchandise is available. Discuss substitution selling. Develop a chart listing each specific type of customer, the sales problem, and methods for handling.

Discuss the varying types of information needed in varying situations selling various products.

Discuss the practice of showing the medium price range first. Have merchandise available or have pupils bring in merchandise so that role-playing will be possible. Point out that a tie may be displayed by twisting over fingers to look like a knot. Use other examples. Emphasize that merchandise should be handled properly, in best possible light and surroundings.

[redacted]

dote, reference, survey, gift, curiosity, special interest

3. Purposes of the approach
    - a. Create good first impression
    - b. Provide proper climate for sales situation.
    - c. Properly lead into next step.

B. STEP 2 - DETERMINING THE CUSTOMER'S NEEDS (AROUSING INTEREST)

1. Types of customers
    - a. Decided
    - b. Undecided
    - c. Browser or casual looker

2. Types of information needed
    - a. Size, color, style, etc.
    - b. Purposes, uses, needs, etc.
    - c. Price customer wishes to pay

C. STEP 3 - PRESENTING THE MERCHANDISE (BUILDING DESIRE)

1. Four methods of presenting the merchandise
    - a. Display the merchandise
        - (1) Show it
        - (2) Place it in a salable natural position

[redacted]

Have pupils present demonstrations.

Emphasize feeling of ownership the customer experiences by handling the product. Discuss the statement: "Get the goods into the customers hands." Have pupils list selling points of a pencil-then other items.

Point out the great variety of selling points many items possess. Relate to the previous study of customer buying motives.

Discuss the point of view that a good salesman is pleased to have customer make objections.

Emphasize that an objection usually is a sign of interest. Have pupils role-play each of the methods of handling objections. Point out that each objection must be handled individually and possibly by a different method.

Point out that objections should not be ignored.

This is the toughest objection to handle --ask pupils to relate incidents of this type.

[redacted]

b. Demonstrate the merchandise.

c. Have customer handle the goods

d. Give selling points

2. Purposes of step 3

a. To turn customers' interest into desire

b. To develop a solid basis for making the sale

c. To lead to a successful conclusion--the closing

D. STEP 4 - OVERCOMING THE CUSTOMER'S OBJECTIONS (WINNING CONVICTION)

1. Methods used

a. Direct denial

b. Indirect denial - "Yes, but . . ."

c. Superior-point method

d. Question method

e. Boomerang method

2. Types of objections

a. Price, size, style, etc.

b. Salesman or company

c. Hidden or unexpressed

d. Excuses

[redacted]

Point out that no sale can be made as long as these objections exist.

Discuss the statement: "You cannot be a good salesman if you cannot close the sale."

Have students role-play closings. Discuss buying signals.

Discuss the importance of the timing, emphasizing that there may be more than just one time for the close, and that it may be developed over an extended period of time.

Invite a specialty salesman as speaker.

[redacted]

- e. Legitimate objections
  - (1) No need
  - (2) No money
- 3. Purposes of step 4
  - a. To overcome reasons for "no sale"
  - b. To lead customer from desire to conviction

E. STEP 5 - CLOSING THE SALE (GETTING ACTION)

- 1. Methods of closing
  - a. Ask for the order
  - b. Close on a minor point
  - c. Narrow the selection
  - d. Go over the selling points
  - e. Follow other methods used by specialty salesmen
- 2. Timing the closing
  - a. After sufficient merchandise has been shown
  - b. After all negative ideas have been overcome
  - c. After customer is convinced his needs will be satisfied
  - d. After securing affirmative results throughou the sale

[redacted]

Discuss each one of these, with specific examples.

Point out that a substitute is suggested when the item desired is out of stock.

Identify the type of salesman who can handle two or three customers simultaneously. Cite shoe salesmen as an example. Ask who has sold in this situation.

Have pupils present complete sales demonstrations. Use tape recorder for playback and evaluation purposes.

Point out that the product or service being sold will determine the exact prospecting procedure to be used.

The pre-approach may also include personal preparation by the salesman--appearance, product knowledge, systems, etc. Point out that different types of information will be needed by a life

[redacted]

3. Adding to sales by suggestion selling
    a. Selling more than one of an item
    b. Suggesting special sales
    c. Suggesting related items
    d. Suggesting new items
    e. Suggesting substitutes

F. SPECIAL PROBLEMS OF THE RETAIL SALESPERSON

1. More than one customer at one time
2. The friends of customers
3. Gift shopping

G. SPECIAL PROBLEMS OF THE "OUTSIDE" SALESMAN

1. Prospecting--securing names of potential customers
    a. Door-to-door canvassing
    b. From previous customers, friends, and other contacts
    c. Through research-newspapers, telephone directories, various lists, inquiry advertising, etc.
2. Pre-approach--securing information about the prospect prior to meeting
    a. Types of information-

[redacted] [redacted]

insurance salesman and a business stationery salesman.

name, age, family, characteristics, needs, hobbies, interests, etc.

b. Sources of information-banks, other salesmen, credit businesses, from prospect, etc.

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UNIT 16 - OUTLINE

PERFORMANCE FUNCTIONS OF THE ENTRY WORKER

OBJECTIVES: As a result of this unit the student-trainee should:

1. Be aware of the many activities that an employed person is required to perform in a Distributive business.
2. Know the kinds of transactions conducted by a Distributive business.
3. Be capable of recording sales and other transactions.
4. Know about the various machines used in Distributive occupations.
5. Be familiar with wrapping and packaging functions.

Have pupils bring sample copies of various types of sales forms to class for comparison and discussion purposes. Get permission to use as many different types of sales slips and forms as local merchants will provide.

Emphasize the type of transaction rather than specific details since stores differ widely in procedures. Compare systems used in cooperating retail establishments in the community. Go over each type of sale and the information needed for each.

Duplicate sample copies of common forms and give pupils considerable practice in completing forms. Emphasize handwriting, figures, and accuracy, rather than procedure.

I. TRANSACTIONS OF DISTRIBUTION

   A. KINDS OF SALES TRANSACTIONS

      1. Cash/take or cash/send
      2. Charge (to take) or charge (to send)
      3. COD
      4. Lay-away
      5. Employee discount
      6. Installment purchase
      7. Refund or exchange
      8. Credit (90 day charge)
      9. Charge-a-plate
      10. Merchandise returns

[redacted]

Have pupils collect sample forms to be used in a bulletin board display devoted to special sales transactions. Pupils should be expected to explain uses made of forms obtained from their own training stations.

Use examples from business other than retailing as well.

Have pupils explain reasons for various items of information requested on sales checks used for various types of Distributive businesses.

[redacted]

B. MISCELLANEOUS TRANSACTIONS

1. Want slips
2. Special orders
3. New merchandise (worn); old merchandise
4. "As is" merchandise
5. Alteration tickets
6. Repair tickets
7. PM sales and "spiffs"
8. Sales of window merchandise
9. Requisitioning supplies
10. Telephone orders
11. Workroom orders
12. Inventory reports
13. Mail orders

II. METHODS OF RECORDING SALES

A. SALES SLIPS

1. Purposes of sales slips
   - a. Record of sales
   - b. Sales analysis
   - c. Receipt to customer
   - d. Record of cash taken
   - e. Shipping label
   - f. Verification of returned goods
   - g. Inventory control

[illegible]

Drill pupils on proper preparation of sample sales checks and sales orders for different types of sales and different types of businesses.

Explain the uses of the tally card and charge-a-plate.

Explain and demonstrate various kinds of wrapping supplies and packaging materials--bags, boxes, reel paper, etc. Emphasize the importance of avoiding wasteful use of supplies.

[illegible]

2. Information usually required on sales slip
   - a. Customer's name and address
   - b. Date of transaction
   - c. Salesperson's identification, number or initials
   - d. Selling department number
   - e. Kind of sale
   - f. Description of merchandise-quantity and price
   - g. Receipt stub
   - h. Signature of customer
3. Number of copies required
   - a. Original-kept by store
   - b. Duplicate-given to customer
   - c. Triplicate--shipping label

III. WRAPPING AND PACKAGING

A. IMPORTANCE OF WRAPPING AND PACKAGING AS A MERCHANDISING DEVICE

1. Definitions
   - a. Wrapping
   - b. Packaging

[redacted]

Show how salespersons can do much to save money for the store.

Obtain copies of written regulations governing wrapping and packaging procedures at check stands and in merchandise departments of various stores in the community. Emphasize the fact that many beginning employees work in mailing and packing.

[redacted]

2. Purposes
    a. Customer convenience
    b. Increasing sales
    c. Protecting merchandis
    d. Advertising

B. FACTORS AFFECTING WRAPPING AND PACKAGING COSTS

1. Materials
2. Space
3. Time
4. Public relations

C. LOCATION OF WRAPPING AND PACKAGING ACTIVITY

1. Manufacturer's prepackaging
2. Wrapping and packaging on the sales floor

IV. MACHINES COMMONLY USED IN DISTRIBUTION

A. MARKING MACHINE

B. GROCERY SCALES

C. PREPACKAGING SYSTEMS

D. YARDAGE METERS

E. ADDING MACHINES

V. HANDLING OF MAIL

A. CLASSES OF MAIL

Special delivery, special handling, registered mail, insured mail, business reply cards and envelopes, bulk mail, airmail, metered mail, international mail, unmailable matter, undelivered mail, tracing mail, zip mail, parcel post, COD mail.

B. HANDLING OF INCOMING MAIL

  1. Classifying
  2. Opening and sorting
  3. Stamping date and time
  4. Routing and delivering
  5. Handling by machine
  6. Handling by automation

C. HANDLING OF OUTGOING MAIL

  1. Collecting and checking
  2. Folding and inserting letters
  3. Inserting enclosures
  4. Sealing and weighing
  5. Handling by timesaving means
  6. Wrapping, addressing packages
  7. Handling by machine
  8. Handling by automation

D. SPECIAL POSTAL TECHNIQUES

  1. Use of mailing machine
  2. Metered mail machine processing
  3. Use of postal scales
  4. Special wrapping techniques to use when mailing.

[redacted]

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UNIT 17 - OUTLINE

CASH REGISTER THEORY AND OPERATION

OBJECTIVES: As a result of this unit the student-trainee should:

1. Be aware of the value of the cash register as a tool of management.
2. Understand that various types of businesses use different types of machines for recording transactions.
3. Foresee the changes involved in this area of transaction reporting and visualize the relationship between data processing and the common cash register.
4. Have a working knowledge of cash register operation including register cleaning and tape installation.

There are many types of cash registers, as this outline indicates, and by no means are all types or features included.

I. THE CASH REGISTER

A. DEFINITION OF CASH REGISTER: A combination automatic sales check writer and adding machine, as well as a controlled storage place for money.

B. TYPES OF CASH REGISTERS

1. Power (manual or electric)
2. Cash drawer-adding machine, one or multiple drawer, change storage
3. Totals--single, multiple, department, taxable items, punched or printed tapes
4. Reading--direct reading, change computing, tax subtotals, tax computing
5. Printed record (output)--sales check printer, sales slip generator, no slip, detail tape, computer feed

[redacted]

[redacted]

Cash registers are available with many features, but certain types or styles are popular and may be considered standard equipment in various kinds of stores.

C. **TYPES OF BUSINESSES WITH CHARACTERISTIC CASH REGISTER EQUIPMENT**

1. Service stations
2. Discount houses, supermarkets, and self-service variety stores
3. Banks, hotels, savings and loan associations, credit offices of department stores
4. Departmental operations--department stores, discount leased departments, specialty and single line stores
5. Special purpose registers or cash recording equipment--theater ticket equipment, thruway tolls, pari-mutuel machines, lunch counter, bar and restaurant, cafeteria

Discuss difficulties usually encountered by new employees in cashiering.

D. **PURPOSES OF THE CASH REGISTER**

1. Saves time
2. Eliminates tedious record-keeping
3. Speeds up service to customer
4. Minimizes errors
5. Improves over-all operating efficiency of the department

Develop reasons why cash registers are not used in some departments of a store.

E. **ADVANTAGES OF CASH REGISTER METHOD OF RECORDING SALES**

1. Faster service
2. Less handwriting of sales checks
3. Simplification of procedure

Use the cash register from the school store or the cafeteria to identify major components. Contact local cash register company representative and arrange for demonstration and/or loan of equipment.

Give pupils tips on proper handling of odd-cent transactions.

Inform class of honesty and courtesy checks made by professional service shoppers.

Stress the importance of giving every customer a receipt.

Use manuals provided by manufacturers to explain the operation of specific types of cash registers.

4. Reduction of office work

5. Securing more information

F. PARTS OF A TYPICAL CASH REGISTER

1. Dating device
2. Amount keys
3. Department and clerk keys
4. Motor bar
5. Total indicator
6. Release lever (or error)
7. Audit strip (detail window)
8. Transaction record (detail tape)

G. CASH REGISTER OPERATIONAL PROCEDURES

1. Call back to the customer the amount of the sale and the amount tendered for payment.
2. Place money on register plate and ring sale.
3. Operate department drawer, amount keys and motor bar.
4. Check lateral movement of cash register drawer
5. Look at total indicator
6. Pick up the receipt, check total with indicator and build up change.
7. Put money received from customer in drawer.
8. Close register, give change, receipt, and merchandise to customer.

Have sales representatives of the manufacturer demonstrate the operation of typical machines used in training stations.

Obtain sample copies of checking procedure regulations used by major supermarket chains.

9. **Thank customer for patronage.**

H. PRECAUTIONS TO BE OBSERVED IN CASH REGISTER OPERATION

1. **Ring correct amount**
2. **Make correct change**
3. **Give the customer a receipt**
4. **Keep cash drawer closed**
5. **Check authorization required for No Sale Key**
6. **Know procedures to follow in the event of an error, in order to get additional change, cashing up, in case of authorization needed to accept checks from customers for purchases, cash pickups, overages and shortages, etc.**

I. KNOW THE PROCEDURE TO FOLLOW IN THE EVENT OF POWER FAILURE (MANUAL OPERATION)

[redacted]

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Tips on Making Change, A 357 National Cash Register Co. 500 Fairview North Seattle, Washington

FILMS

In The Groove, Sound...15 min. Check-out system. Grocery store operation. Work of the checker in the check stand. Rated as good. Source: National Cash Register Co., Merchants' Service, Dayton 9, Ohio

National Cash Register Checking System for Controlling Food And Beverage Sales, Silent. Adequate checking system to give accurate information for management and to reduce loss from theft. Rated as good. Source: National Cash Register Co., Merchants' Service, Dayton 9, Ohio

UNIT 18 - OUTLINE

TELEPHONE TECHNIQUES FOR BUSINESS

OBJECTIVES: As a result of this unit the student-trainee should:

1. Recognize the telephone as one of the most frequently used means of communication.
2. Develop skill and facility in using the telephone so as to enhance his value to the employer.
3. Comprehend the value of and have a working knowledge of telephone directory use in business.
4. Have a good telephone personality.

DEVELOPMENT

CONTENT

I. ANSWERING BUSINESS CALLS
    A. FACE-TO-FACE VERSUS VOICE-TO-VOICE CONCEPT
    B. ANSWERING CALLS
        1. Why it is essential to answer business phones promptly
        2. How soon should business telephones be answered?
        3. Is there a best way of holding the telephone?
    C. ANNOUNCING IDENTIFICATION
        1. Why do business people always identify their telephones when answering calls?
    D. SUMMONING OTHERS TO THE PHONE
    E. ASKING CALLERS TO WAIT
    F. TAKING A MESSAGE
    G. INTERRUPTING A CALL
    H. RETURNING A CALL

DEVELOPMENT

- I. TRANSFERRING A CALL
- J. HANDLING A COMPLAINT

II. USING THE DIRECTORY

- A. THE INTRODUCTORY PAGES
- B. THE ALPHABETICAL PAGES
- C. LOCATING LISTINGS
- D. ADDITIONAL LISTINGS
- E. THE YELLOW PAGES

III. PLANNING AND PLACING BUSINESS CALLS

- A. PLANNING THE CALL
  1. What is the purpose of the call?
  2. The time to call
  3. What to do if line is busy
- B. CALLING THROUGH SWITCH BOARD
- C. LONG DISTANCE TELEPHONING

IV. IMPROVING TELEPHONE PERSONALITY

- A. DEVELOPING AN ALERT, COURTEOUS ATTITUDE
  1. Telephone personality is the sum of a number of voice attributes that express the characteristics of the individual
  2. The characteristics of the individual reflect the tone of service or "store image"
- B. YOUR VOICE IS YOU
  1. The impression of slurred speech on the listener

Secure Teletrainer and booklets with special Distributive Education section from local office of the telephone company.

2. Special information should be given slowly

3. Utilize your voice to good advantage

V. THE TELEPHONE AND BUSINESS

A. THE CUSTOMER CALLS THE BUSINESS

1. What do customers expect?

2. What delays might the customer experience?

3. How might these delays be minimized or avoided?

4. A pleasant tone of service

5. Importance of speed and accuracy

6. Incoming calls--an opportunity for selling

B. THE BUSINESS CALLS THE CUSTOMER

1. Using outgoing calls to make sales

2. Advantages of telephone versus face-to-face selling

C. SOURCES OF LOCATING PROSPECTS

D. PREPARING THE SALES CALL

E. CALLING THE CUSTOMER

VI. SPECIAL PROBLEMS OF THE TELEPHONE SALESMAN

A. DIFFICULTIES

1. Sound of voice

2. Inability to demonstrate the merchandise visually

3. Lack of full customer reaction

DEVELOPMENT	CONTENT
	4. Time limitations
Have pupils prepare telephone sales talks for presentation in class with the Teletrainer.	B. TECHNIQUES
	1. Planning the talk
	a. Know the merchandise
	b. Select descriptive words
	c. Space sales points
	d. Anticipate objections
	e. Group-associated items
	f. Plan to close
Have pupils perform sales demonstrations on the Teletrainer.	2. Talking the plan
	a. Listen to the caller
	b. Ask leading questions
	c. Visualize the caller
	d. Be alert to hidden needs
	e. Emphasize bargains
	f. Clinch the sale
	g. Show appreciation
Point out importance of proper follow-up. Mail and telephone orders will be discussed in detail in a unit that follows.	3. Follow through on transaction
	a. Record the transaction
	b. Fill the order

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UNIT 19 - OUTLINE

RESPONSIBILITY FOR SAFETY AND SECURITY

OBJECTIVES: As a result of this unit the student-trainee should:

1. Be aware of the serious nature of safety as applied to business.
2. Have a working concept of safe money handling.
3. Recognize the problems existing in regard to shoplifting and counterfeiting.
4. Be interested in all aspects of safety as applied to the business, the customers and to himself.

DEVELOPMENT

(Reproduced from Nadet 1962-3 Project)

It is important for students to realize that these instructions are given as a means to guide them when and if these situations arise. It should be emphasized that rarely do such situations occur, but when they do, the student should remain calm and act slowly and deliberately.

Point out that the success of short-change artists depends upon the victim and the timing. The favorite victim is the young, inexperienced person, and the most popular time is during rush periods of business;therefore, student-trainees will often be picked as victims because of their age and lack of experience.

CONTENT

1. SAFETY IN THE HANDLING OF MONEY

   A. SHORT-CHANGERS

      1. Characteristics of the professional short-change artist

         a. Seldom armed; seldom considered dangerous to one's personal health and safety

         b. Cannot be typed as to looks, dress, or habits

         c. All dishonest, professional short-change experts try to "look honest."

         d. Most are well-dressed, friendly, smooth talkers.

         e. Usually they are

[redacted]

[redacted]

A difficult trick, but it can be done by an expert.

Investment is $21.00; take is $40; profit is $19.00. The bills are always passed with the $20 denomination showing.

Ask students if they have ever had any experience in a store where an attempt to short-change them was made.

Spots of ink or inky thumbprints on portrait or figures used to mark on bills easily identifiable. The serial number may have been memorized by the short-change artist.

stangers, unknown in the community.

2. Common tricks that should alert the student-trainee

a. Split bills

1. Two bills are split lengthwise and pasted together

2. One 20-dollar bill and one 1-dollar bill are split and pasted, making two 20-dollar bills.

b. Interruption technique

1. "Customer" asks cashier a question when he is making change or counting change from the register.

2. "Customer" asks cashier to change a large bill before change is counted back from sale, confusing cashier and causing him to return too much change.

c. Marked bills

1. Requires two people a short space apart to operate

2. First "customer" makes a small purchase using a large denomination with a spot or mark that is easily identifiable

[redacted]

Except where store rules or regulations are stated differently, this is the accepted procedure for handling customers who accuse cashiers of short-changing. Remember! You can make mistakes.

Point out to students that the best deterrent to mistakes, short-changing, and accusations is the method of cashiering as outlined in Cecil's Essentials of Cashiering or booklets published by the National Cash Register Company.

[redacted]

3. Second "customer" makes a small purchase and hands cashier a one dollar bill.

4. When change is given back, "customer" insists that the bill was a ten or twenty and identifies it by the mark. Cashier sees this bill on top of stack in register and thinks he is wrong--gives back either nine or nineteen dollars too much change.

3. How to handle short-change artists
   - a. Never accuse; never argue
   - b. Call manager, floor supervisor or person in authority if a customer questions your honesty
   - c. Have other person check your register and handle customer
   - d. Never accept the customer's word for giving back less change than necessary

4. How to prevent being short-changed
   - a. Make a habit of turning bills in one direction before placing in register

[redacted]

Rule in cashiering points out that the money tendered should be placed on the slab of the register while change is being counted.

This is the best way to prevent marked bills or other devices from being passed to you.

Emphasize that counterfeit money is seen only rarely. Even though it is under control, it is still occasionally circulated and passed to innocent persons--usually in large cities and larger stores during rush and peak business periods.

Remember! The government never redeems or makes good on counterfeit money. You and the store are the losers.

Rubbing a bill on paper to see if the ink will come off is not a test of counterfeit money.

[redacted]

b. Make a habit of turning over all bills of larger denominations (tens, twenties, fifties) when placing in register to make sure both sides are alike

c. Make a habit of noticing unusual markings or sets of figures placed on bills

d. Never answer customer's questions until change has been counted back.

5. Never attempt to change a bill for a customer until the cashiering transaction has been completed. Follow store rules on this point.

B. WHAT TO DO WITH COUNTERFEIT MONEY

1. Detecting counterfeit bills

   a. Bad money usually looks bad

   b. Portraits and fine engraving in details usually are smudged or uneven

   c. Paper and ink usually can be spotted as looking "different"

   d. Serial numbers on counterfeit bills are the same on all; sequence of digits never changes

   e. Genuine bills are trimmed unevenly, counterfeit bills usually have even margins.

[illegible]

Most counterfeit passers are seldom armed; however, if they think they are under suspicion, they may take drastic action to avoid apprehension or questioning. This situation calls for tact and quiet efficiency.

If the person is guilty, he will leave immediately when you walk off with the bill. Counterfeiters are federal violators, and it is your duty to aid in their detection and apprehension--but don't play the hero. Above all, do not attempt to capture, arrest, or accuse the person--this is police business.

Here is where personal safety is more involved than in other situations. Most of the students will never be involved, but for the few who will, your instructions may help prevent a loss of life or serious injury.

The best insurance against personal injury from a robbery is to remain as calm and unexcited as possible.

[illegible]

f. It is unprofitable for the counterfeiter to print small denominations; he usually prints twenties, fifties, and one hundreds.

2. What to do when counterfeit money is received

   a. Never accuse; never hand the bill back to customer

   b. If a bill looks suspicious excuse yourself on pretext of going to get change

   c. Have supervisor, manager, or other person inspect bill

   d. Make mental notes of person, such as size, hair, and eye color, clothing, license number of car, if possible

   e. Let supervisor handle the situation from then on

C. WHAT TO DO IN CASE OF ROBBERY OR HIGHJACKING

1. All robbery and highjacking cases are dangerous

   a. Armed persons, whether pro or amateur, are extremely dangerous.

   b. They will take precautions to prevent identification.

   c. They are suspicious of all movements, especially sudden ones.

[redacted]

When store personnel become nervous, hysterical, or excited, the robber, even though "cool" may start shooting to keep them quiet.

Point out that most stores carry insurance on merchandise and money. Let the robbers have what they ask for. Most deaths that result during robberies occur because the robber became excited and started shooting.

If a burglary has occurred while store is closed and you are the first to discover it, rules 1 and 2 should be followed.

It must be remembered that probably the greatest single cause of short-changing or cheating a store occurs with bad checks or "hot" checks. Most stores have definite rules to follow on accepting and authorizing payment by check.

[redacted]

d. Armed robbers and highjackers are after money and merchandise--not store clerks. Your life is worth too much to play the hero.

e. Try to make mental notes of the robber's physical description.

f. Do what you are commanded to do without argument, but don't aid him voluntarily.

2. Procedure to follow when robbed.

a. Quickly call for help or telephone police.

b. Do not touch or disturb the area where the robber has been--he may have left a valuable clue or fingerprint for the police.

c. Quickly check to see if any customers were involved or hurt or possibly have fainted.

d. Jot down any impression that may aid authorities in apprehension.

D. RULES FOR CASHING CHECKS

1. Store rules

a. Be certain that you know your store's rules concerning accepting and authorizing payment by check.

[redacted]

Two-party checks, such as income tax refund checks made out to two names, are not acceptable as a rule.

Payroll checks made out on a check-writer are safer than other types but are not foolproof evidence of good checks.

Banks will honor checks without looking at the date. Post-dating is strictly a gentleman's agreement between two parties and carries no guarantee.

List on blackboard or ask class to name good identification:
  Signature and picture
  Signature on driver's licence
  (contains physical description)
  Letters of credit from known authorities

Credit cards and credit charge plates can be stolen or found and are not good identification.

For additional training on cashiering procedures refer to book by Brice Cecil Essentials of Cashiering, Prentice Hall, New York, 1947. Also consult local National Cash Register sales office for free booklets, films, and filmstrips.

[redacted]

- b. Keep up with known "hot check artists and swindlers."
- c. Keep alert for payroll checks made out from companies that are not familiar.
- d. Either know your customer or require proper identification

2. Points to look for in accepting checks
    - a. Make sure it is not post-dated or dated too far in the past.
    - b. Make certain the payee's name is legible and clear and endorsement is exactly as it should be.
    - c. Make sure the signature is clear and legible or at least known.
    - d. Make sure written and numerical amounts agree
    - e. When in doubt, ask manager or supervisor for final authorization.
    - f. Recognize only acceptable identification

E. PROTECTION OF MERCHANDISE FROM SHOPLIFTING AND PETTY THEFT

1. How shoplifters operate
    - a. Professionals usually carry other parcels into store with them for hiding stolen merchandise

Shoplifting or petty thievery of merchandise is a major problem in some areas and of minor importance in others. However, in most stores there is some loss of merchandise through the year from this type of robbery.

In all cases, student-trainees should be instructed that most customers are honest--even children and casual lookers are not attempting to steal; therefore, great care should be used in observing suspicious people in the store. The best advice to give is to have each trainee check his store's rules and regulations regarding this activity.

Here again it is best to caution student-trainees to follow their store's rules and regulations concerning this phase of theft.

b. Bulky and heavily pleated garments are usually worn to hide stolen garments and other items.

c. Shoplifters sometimes operate in pairs -- one to keep a lookout; one to hide goods on his person.

d. Professionals seldom look "sneaky" or dishonest.

e. Amateurs can be anyone from small children who see a toy and take it because they cannot buy it to adults who steal for various reasons.

f. Some professionals look and act suspicious hoping to be arrested and accused so they can bring false arrest suits against the store.

g. Patterns and shopping habits of customers vary so widely that it is impossible to catologue shoplifting habits from area to area.

2. What to do when shoplifting is detected.

   a. Never accuse, detain, or apprehend any customer-suspect unless specifically instructed by management to do so.

   b. Never have a person arrested by police

[redacted]

Many stores use various methods to lessen shoplifting by using parcel checks for customers, large mirrors at ends of aisles, and one-way observation glass at strategic locations. You may wish to present these as a means of aiding students in detection of shoplifting, or you may think it wise not to implant any ideas. Present this part at your own discretion.

[redacted]

authorities unless instructed to do so.

c. Never accuse a person while he is inside the store. Actually, the merchandise is not stolen until the person leaves the property without paying.

d. The best deterrent to shoplifting is to work stock or clean shelves in the close vicinity of a suspect.

f. If student-trainee is suspicious of a customer-shoplifter taking place, management should be advised by student-trainee.

3. Shoplifting methods

a. Taking more than one garment at a time to a fitting room, then wearing one out of store underneath clothing.

b. Hidden pockets inside coat linings, especially topcoats, or bulkily pleated dresses provide places of concealment.

c. Large shopping bags and handbags may be used to conceal goods.

d. Some women have been apprehended who had mesh "sling" pouches between their legs hidden under long, heavy skirts.

e. Tactics used in super-

[redacted]

Since butter sticks and oleomargerine sticks are usually the same size, it is a simple matter to swap butter quarters and check out with a pound of oleo at a much lower price.

Emphasize that the three most common causes of accidents among young people are connected with the manual handling of merchandise. A very common accident is that of muscular strain and physical overexertion.

[redacted]

markets and grocery stores.

1. **Swapping butter quarters for oleomargerine.**
2. **Putting expensive apples or other items at bottom of enexpensive sack of potatoes.**
3. **Small gift items stuffed inside toilet tissue ends.**
4. **Produce sacks or any item that customer packages himself are possibilities for hiding other merchandise.**
5. **Prepackaged bags can be broken, small items inserted and package resealed with tape.**

f. Any self-service store gives more time for shoplifting, since the customer has plenty of time without having to worry about observation

II. SAFETY IN STOREROOM, STOCKROOM, AND WAREHOUSE

A. SAFETY IN HANDLING MERCHANDISE

1. Overexertion of body

a. Proper lifting procedures

1. Always check heavy items to test their weight

[redacted]

By using wooden crate, box, or other packaging material, demonstrate proper method to class

A box that can be easily lifted without help should be moved easily.

Use a boy in class to demonstrate correct posture in lifting.

Draw the following diagram on the board or a chart, showing correct and incorrect methods of lifting.

Draw diagram on board showing how one person can roll boxes without strain or slide boxes downward without injury.

Name some special equipment found in a stockroom or warehouse:
    Hydraulic fork-lift
    Movable extension ladders on rails
        or rollers
    Dollies, hand trucks, extension rods
        with remote "fingers" for grasping

[redacted]

2. **If too heavy to move easily, get someone to help--never attempt it alone.**

3. **If box is at floor level, squat with knees straight in front and slightly apart.**

4. **Practice lifting items keeping the back straight, with the legs doing the lifting.**

5. **Be sure you have good footing then lift with smooth, even motion. Do not jerk on load.**

6. **Never lift when in an awkward position Either shift the object or body so that you can make a straight lift.**

7. **When lifting from an elevation such as a bench, table, or shelf, stand close to object, hug load to you, keep back straight and use leg muscles to lift.**

2. **Moving merchandise at higher than head level**

    a. **Extreme caution should be used in moving or stacking boxes, crates, or cartons at higher than head level.**

[redacted]

boxes
Storage racks on casters or rollers

Name others that students might find at their places of work.

Many boxes and cartons are deceiving in looks, are heavier than expected, and when moved at arm level, may result in dropping and smashing toes, pinching fingers, or breaking hand and wrist bones.

Boxes containing glass, steel, machine parts are heavier than size of carton indicates.

[redacted]

b. Always use assistance of another person regardless of weight involved.

c. Use ladders with extreme caution. Hand boxes to person on the floor.

d. Use special lifting equipment where heavy merchandise is being stored.

3. Protecting the body from injury when handling merchandise

   a. Clothing

      1. Safety-toed shoes should be worn if working around heavy appliances, furniture, big-ticket merchandise

      2. Gloves should be worn to protect hands from splinters, blisters, pointed objects, etc.

      3. Close-fitting shirt and trouser without loose ends or pockets that are easily snagged should be worn.

4. Lifting or moving merchandise at arm level

   a. Can be more dangerous than lifting at floor level

   b. Test weight of carton to see if it moves easily. If not, get assistance from someone

[redacted]

Demonstrate to class by using several cardboard cartons stacked on top of each other. If possible, get a small wooden box that is filled with 2" and 3" display glass. Have students come up and test weight of box. They will be amazed at the tremendous weight of even a small box.

Point out that the second most common type of accident involves injuries to the body by pinching or smashing toes and fingers.

Demonstrate how easily injuries can result when loose objects are lying around on the floor.

[redacted]

c. Move the weight slowly, sliding it off the edge of the bottom carton or shelf. If carton is heavier than expected it will drop away from body rather than on toes or fingers

d. Check contents of cartons to make sure there are no broken glass, nails, or sharp, pointed objects projecting toward body or hands

e. Girls in stockrooms should avoid loose fitting clothing which is easily caught or snagged.

f. Girls should not wear high heels, jewelry, or shoes with slippery soles and heels.

5. Hand and face care

   a. Inspect cartons and boxes for loose glass, nails, wire, and other sharp, pointed objects before lifting.

   b. When load is heavy or awkward, slide or roll rather than carry with body.

   c. Set cartons down easily letting fingers and hands slide out before dropping.

   d. Inspect your pathway to make sure there are no objects that cause you to trip or fall.

Show by diagram how vision is blocked when carrying a carton or box.

If cartons are to be saved for packaging or reuse with tops intact, care should be used in tearing off flaps. Remember! Paper can cut as easily as a sharp knife.

e. Watch stacked cartons, making sure they are solid, sturdy stacks that do not lean or are easily toppled.

f. Do not stack cartons too high, especially if the contents can easily be smashed or crumpled by too much weight. Watch glass containers as well as small tins and cans.

6. Foot care

   a. Wear good shoes that fit well and have non-slip soles and heels.

   b. Keep feet back when lifting or setting down boxes and cartons.

   c. Watch your step! Know where you are walking particularly around stairs or places where feet are easily thrown off level, such as ramps, gangways, etc.

   d. Inspect your footing; know where you are going with your boxes, especially around loading ramps and platforms

7. Safety in using simple hand tools

   a. Opening paper cartons correctly

      1. Cut cardboard or pasteboard cartons' tops with special razor knife or

[illegible]

Point out that each tool has a use and when improperly used the tool is subject to breakage and can result in bad gashes, cuts, and even serious eye injury.

Never break wire by twisting. It can cause a snapping action which may injure eyes or make puncture wounds on hands and face.

[illegible]

other suitable sharp cutting instrument. Never use doubleedge razor

2. Use care in cutting, drawing knife in firm slow cut, holding carton well away from body and keeping hands clear from cutting area

b. Opening wooden boxes and crates

1. Use proper tools for prying and pulling nails

2. Never use screw drivers, pieces of metal objects, or broken tools for prying open wooden carton tops

3. If wire is used in carton cut it with wire cutters or pliers with wire cutting edges

4. Use a pry bar or hammer with nail-pulling prongs to remove nails. Remove staples or brads with pliers or

Hammering on cartons of glass or gouging tops open usually results in breakage of contents. Inspect glass contents to make sure there is no breakage before removing contents with hands.

Point out that all tools and equipment are designed for specific uses, and each has a place. If properly used and cared for, they serve as a safety factor but if misused, they can become objects to injure and maim the body.

Use of freight elevators should merit special discussion.

Use only when instructed to do so and with caution.

hammer cautiously to prevent cutting or slicing fingers and hands

5. Handle containers of glass with care to avoid breakage and injury to hands and face

6. Inspect outside of carton for loose wire ends splinters, or any object that is likely to snag clothing, cut fingers, or cause other injury

7. If salvaged, stack empty cartons so that nails, wire bindings, or splinters are not exposed to outside edges

B. **SAFETY IN HANDLING STOCKROOM EQUIPMENT**

1. **Common equipment used in stockrooms, storage areas, and warehouse.**
    - a. Hand trucks
    - b. Dollies (platforms with rollers or wheels)
    - c. Hydraulic lift-forks for lifting heavy objects.
    - d. Freight elevators

DEVELOPMENT

Stack merchandise in center of elevator; stand well back from doors and closing gates. Never ride standing in open doorway facing the wall--misjudgement could cause lossof hand, arm, leg, foot or even your head; Do not permit others to ride this way. Stop elevator even with floor landings. Inspect doors and gates to make sure nothing is hung before operating. Make sure operating controls are in proper position and elevator is not overloaded before moving. Never look in elevator shaft with door open. Never open or force elevator doors if elevator is not in position.

CONTENT

e. **Marking machines**

f. **Conveyor belts or roller-conveyor lines**

g. **Movable ladders on rails or rollers**

h. **Movable scales for weighing**

i. **Power tools such as saws, lathes, drills, etc., especially around display and sign-making areas.**

j. **Printing equipment and presses for sign-making**

k. **Ironing and pressing equipment in alteration department**

l. **Repair equipment in upholstery, venetian blind, appliance repair departments**

m. **Repair equipment in gun, motor, mower, and outboard motor repair departments**

n. **Special racks and tools such as cutters, rollers in carpet and floor covering departments**

DEVELOPMENT

Although ranked lower in actual cause of injuries, machines and equipment can, if improperly used, cause serious injury to the body, even resulting in fatal accidents from shock, strain, or smashing.

Horseplay as the one greatest cause of accidents cannot be overemphasized to students. Have students suggest various foolish stunts with equipment that can cause accidents, such as racing with hand trucks and dollies, hopping rides on loaded dollies and trucks, playing around stepladders or stacks of merchandise that may topple easily, etc.

Since National Fire Prevention Week comes in the fall of the year when this unit is likely to be taught, it may be good to have students make safety posters on fire prevention in their training stations. Possibly use merchants and fire chief to judge for prizes or other publicity tie-ins for local programs.

CONTENT

2. Care in use of equipment
    a. Never operate equipment unless authorized and instructed on its safe use.
    b. Never misuse or mishandle equipment.
    c. Never let a customer use equipment, even though he says he knows how.
    d. Know the equipment's limitations.
    e. Make certain that equipment is in proper working order before using.
    f. Oil, lubricate, and otherwise care for equipment for efficient use.
    g. Clean oil, grease from working areas such as floors and other surfaces where slipping or damage to merchandise is likely to occur.
    h. Always report broken or unsafe equipment immediately. See that no one uses it until properly inspected and repaired.

C. FIRE PREVENTION IN STOCKROOM, WAREHOUSE AREAS

1. Common fire hazards
    a. Faulty wiring--exposed wires for lighting and electrical equipment.

[redacted]

In order to have a fire, you need three ingredients: FUEL, HEAT, and OXYGEN. Take away any of these, and a fire cannot result.

Stores should provide cans or containers with sand for cigarette butts and matches in smoking area. Employees should smoke only in "safe" areas of the stockroom. Knowing what to do is as important as the prevention of fire. In public buildings, panic and misjudgement cause more deaths than burning. The best authority on fire and its prevention is your local fire chief. If possible, ask him to visit your classes and outline the proper procedures to follow. His testimony will probably make a greater impression than just telling students yourself.

[redacted]

b. Packing boxes and materials such as excelsior, paper, etc. which are improperly stored.

c. Open containers of gasoline, naptha, cleaning fluids, or otherwise improperly stored.

d. Oils, greases, oily or painty rags thrown in corners or dark, airtight rooms.

e. Insufficient fire-fighting equipment improperly labeled, or not within easy reach.

f. Overloaded circuits--too many appliances or machines on one plug; too many light bulbs on one circuit.

g. Electric motors without built-in circuit-breakers.

h. Flamable materials improperly labeled and stored.

i. Insufficient trash removal or pickup, cluttered alleys and storeroom areas.

j. Smoking in dangerous areas where rags, paper, packing materials are stored.

2. What to do in case of fire

a. Know the location of fire alarms, fire hoses, and all fire-fighting pieces of equipment.

DEVELOPMENT

CONTENT

b. Know how to use the fire hose, fire extinguisher and fire alarm.

c. Chemical and electrical fires require special fire-fighting equipment NEVER POUR WATER ON EXPOSED WIRING, MOTORS, OR OTHER ELECTRICAL EQUIPMENT.

d. After sounding alarm, advise the management or other responsible persons so that the building may be evacuated safely. Never run through the building shouting "fire".

e. If possible, advise customers to walk to nearest outside exit. Keep calm and customers will not panic.

f. If no fire alarm is present, telephone operator to give you fire department, reporting your building and location.

g. If fire is small and confined when discovered, try to contain it to the area by smothering or using fire extinguisher--then report it.

h. If rags, paper, trash, or other refuse are seen smoking, treat them as a fire and use immediate precautions.

i. If you smell wood, rubber, paper, or other burning odors, investigate immediately to

[redacted]

Emphasize the adage: "An ounce of prevention is worth a pound of cure." Loose clothing, dangling jewlry easily snag on counters, cash registers, typewriters, etc. Loose dress hems or jewelry may get caught in escalators or in elevator doors.

[redacted]

determing location or cause. Chances are good that you may catch a fire before it has a chance to spread.

III. SAFETY IN STORE SELLING AREAS

A. PREVENTING ACCIDENTS

1. To yourself and to customer
   - a. Be properly dressed for your job.
   - b. Inspect counters, cash registers, aisles for loose or broken objects that may cut or trip persons.
   - c. Remove any broken display glass or rough surfaces that might cut or snag people.
   - d. Keep aisles and counter areas free from boxes, papers, or objects that might cause injury.
   - e. If electrical "shorts" or other faults are found in registers or equipment, report them immediately.
   - f. Wipe up or mop up spilled water or liquids that might cause falls.
   - g. Call for removal of empty boxes, cartons, papers that tend to stack up behind counter areas.
   - h. Keep counter areas clean, free from oils, greases, or other substances that might

[redacted]

[redacted]

Ask students to name other possible areas of accidents or examples of accidents that have happened to people in stores.

Stress that the most common cause of accidents to young workers is that of simply falling, bumping, and injuring hands and fingers in the handling of merchandise.

cause accidents or damage merchandise.

i. Report unsafe or hazardous conditions even though you may think someone already knows about them. Never assume when safety is involved.

j. Use caution in handling simple tools such as scissors, knives, sharpeners, staplers, or tacking machines. Sharp staples can be driven into fingers and hands if care is not used.

k. Exposed lights produce heat and cause serious burns. Watch electric displays inside the store area.

2. Follow store rules regarding safety

   a. Know where to get first aid in case of accident

   b. Know how to apply first aid for simple cuts, bruises, wounds.

   c. Follow simple safety procedures in working areas where trips, falls are likely to occur.

   d. Practice safety everywhere!

   e. Make yourself safety concious. Accidents usually happen when least thought about or expected.

[redacted]

In cases involving serious injury, accident, or illness from unknown causes the trainee should immediately: Summon aid, nurse, doctor, first aid kit, or supervisor. Keep customer quiet, warm, free from curious onlookers and crowding. Get all the details and facts that are immediately apparent, especially from any witnessess. Prevent moving the person until competent aid is summoned. Direct customer trafic around and away from scene of accident.

[redacted]

B. REPORTING ACCIDENTS IN THE STORE

1. To yourself and fellow employees

- **a. Always report any accident.**
- **b. Always treat any cut or burn regardless of how slight. Infection can be serious later on.**
- **c. Insurance companies require reports on all accidents.**
- **d. If a store nurse or accident station is available always go to them for inspection of an injury.**
- **e. Report details, nature of accident, cause, when and where it occured.**
- **f. Use regular accident report blank supplied by store.**

2. To customers

- **a. Immediately report and if possible treat simple cuts and burns of customers.**
- **b. If customer falls or faints or is unconscious, do not move him but summon aid quickly.**
- **c. Heat stroke and heart attack or shock may be aggravated by moving the person.**

[redacted]

[redacted]

First aid can be summed up in the following steps:

1. Have victim lie down.
2. Examine him.
3. Apply artificial respiration if not breathing.
4. Stop bleeding.
5. Call a doctor.

If Accident Prevention Week is observed in your community and school, you may want posters, themes, essays, etc. to tie in your program with the rest of the school.

d. If injury is serious, keep customer quiet and summon aid immediately.

e. Make full report of accident if you witnessed it; otherwise, ask customer for details.

f. Never blame the store or equipment for accident. Such testimony may prove damaging in case of suit.

g. Follow store rules where damage is done to automobile or clothing or personal property. Usually this is handled by store manager, owner, or supervisor.

h. Do not volunteer personal opinion concerning cause of accident. Report the facts as you saw them, and/or customer told you.

i. If there are other witnesses to the accident, get their testimonies on the proper accident form.

C. ACCIDENTS ARE LIKELY TO HAPPEN ANY PLACE

GENERAL SAFETY INSTRUCTIONS

PERSONAL CHECKLIST

I. **GENERAL RULES**: I am aware that...

1. There is a right way to do every job.
2. If not sure about the job, I will ask.
3. "Foolish hurry" such as running, jumping, and horseplay are dangerous.
4. I must report all accidents and injuries both to myself and to others.
5. It is my responsibility to remove splinters from work benches, tables, bins, shelves, and chairs.
6. I should remove, cut off, or hammer down all nails, staples, steel straps in boxes, barrels, and crates.
7. I should work clear of suspended loads and stand clear where heavy lifting is going on.
8. I should obey warning signs as they point hazards for me.
9. I alone can prevent an accident.

II. **MACHINES AND EQUIPMENT**: I will...

1. Never use a machine or operate equipment unless given proper instructions in its use.
2. Always stop a machine to oil, clean or adjust it and will replace any safety guards before operating.
3. Always stop a machine if I must leave it.
4. Never let a customer or other unauthorized person operate machines or equipment.

III. **SMALL TOOLS**: I will...

1. Use only tools that are in good condition.
2. Replace splintered or broken handles before using a tool.
3. Equip files with handles before use.
4. Make sure jaws of wrenches fit snugly before applying pressure.
5. Never use a steel hammer to strike or force a steel part or piece.
6. Never use a screwdriver as a pry or chisel, only recommended tools for that purpose.
7. Always find a safe storage space for knives, blades, or other tools with sharp, cutting edges.
8. Never carry unshielded tools with points or sharp edges in pockets on my person.

IV. **LADDERS AND SCAFFOLDS**: I am aware that...

1. Ladders with split or broken rungs and siderails are not safe for use and must be repaired or replaced.

2. All ladders must be firmly set before climbing so that the rails will not slip when weight is placed on ladder.

3. Leaning sideways or overreaching when on a ladder are extremely dangerous.

4. Stepladders or A-type ladders are opened fully and spreaders should be in place before climbing.

5. I should never leave tools or objects on top of ladders because a slight jar can cause them to fall and injure someone.

6. When climbing a ladder, one hand should be kept free for support.

7. I should never try to carry a heavy load up a ladder; I must always call for assistance.

8. A ladder should never be painted. It hides defects in the wood.

9. Ladders should extend at least 2 feet above the highest point to be reached.

V. LIFTING: I am aware that...

1. I should always lift with legs rather than back.

2. I should remove greasy or slippery substances from hands before lifting.

3. I should turn my entire body when changing directions rather than turning or twisting.

4. I should always ask for help when excessive weight or bulk cannot be safely handled by one person.

VI. GOOD HOUSEKEEPING AND CLEANLINESS I will...

1. Keep aisles and workplaces clear; tools in proper storage.

2. Store waste, rags, paper, and refuse in proper containers.

3. Keep refuse containers tightly closed and not overflowing.

4. Keep stairways and landings clear and free from all objects, grease, and other matter.

5. Keep all nails or boards with nails free from all walk areas.

VII. SAFE CLOTHING: I should wear...

1. Short sleeves or sleeves rolled up when working without a coat.

2. Clothing free from tears and rips when working around machinery.

3. Neckties closely secured to shirt when working.

4. No loose, flowing necklaces or beads to work.

5. Good shoes with antislip soles and heels, with medium heels for girls, and all in good repair.

6. Gloves for protection when handling rough materials.

VIII. ELECTRICITY: I should know...

1. I should never attempt to repair or use electrical equipment unless instructed in its safe use.
2. To treat all wires as live wires.
3. Ground wires leading from electrical equipment must not be disconnected or broken.
4. When using electrical appliances such as drills, sanders, etc., the insulation on wiring should be checked and proper shoes should be worn.
5. Extension cords should be checked for breaks in insulation or wiring, and circuits should not be overloaded.
6. Always kill any circuit or electrical connection when shorts or other defects are detected.

IX. ELEVATORS: I realize...

1. Only authorized persons are permitted to operate elevators.
2. Passengers are not to be permitted to ride on freight elevators.
3. I should wait until car is stopped and level with landing before entering or leaving.
4. I should move loads on and off car properly before moving car.
5. I should keep gates and doors closed properly before moving car.
6. A handle should be used for closing or opening collapsible gates as smashed fingers result from using the grating.
7. Before starting car, I should make certain no part of body is near edge of car side or platform!
8. I should never load an elevator beyond its stated capacity.

X. IN OFFICE AREAS: I will remember. ...

1. A firm footing is the best safeguard against falls. I will wear sensible shoes.
2. When I must climb to reach a higher area, ladders or step stools should be used instead of chairs, etc.
3. The best way to avoid a bruised face is to walk in the center of corridors and not hurry around corners.
4. To watch for telephone cords, dictaphone wires, and will read my mail at a desk, not while walking.
5. To use handles when closing or opening file drawers.
6. To keep file drawer closed when not in use.
7. To keep letter openers, pins, tacks, and other sharp-pointed instruments in their proper place, not in front of desk drawer.
8. If fans are used, to make sure guards are in place where loose clothing.
9. To brush up broken glass thoroughly.

10. To adjust or clean power typewriters or other equipment only after the power source has been disconnected.

11. Girls should never attempt to move or lift heavy equipment by themselves.

12. Practical jokes are not practical- they can only lead to accidents and injury.

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Bogus Checks, 16½ min., black and white. Bad checks actually passed in Seattle are shown as Sgt. Eugene Corr of the police department gives advice to those who cash checks. 1959

The Customer Is Our Guest,10-12 min., (on customer safety)

Danger in Disguise, 10-12 min., (on supermarket hazards)

Delivery Injuries, 16 mm. 15 min. (on truck deliveries)

Don't Take It for Granted, 10-12 min., (on retail store safety)

The First Ten Minutes, 10-12 min.

Lifting Safely in Supermarkets, 10-12 min.

National Cash Register Checking System For Controlling Food and Beverage Sales, Silent. Adequate checking system to give accurate information for management, and to reduce loss from theft. Rated as good. Source: National Cash Register Co., Merchants' Service, Dayton 9, Ohio

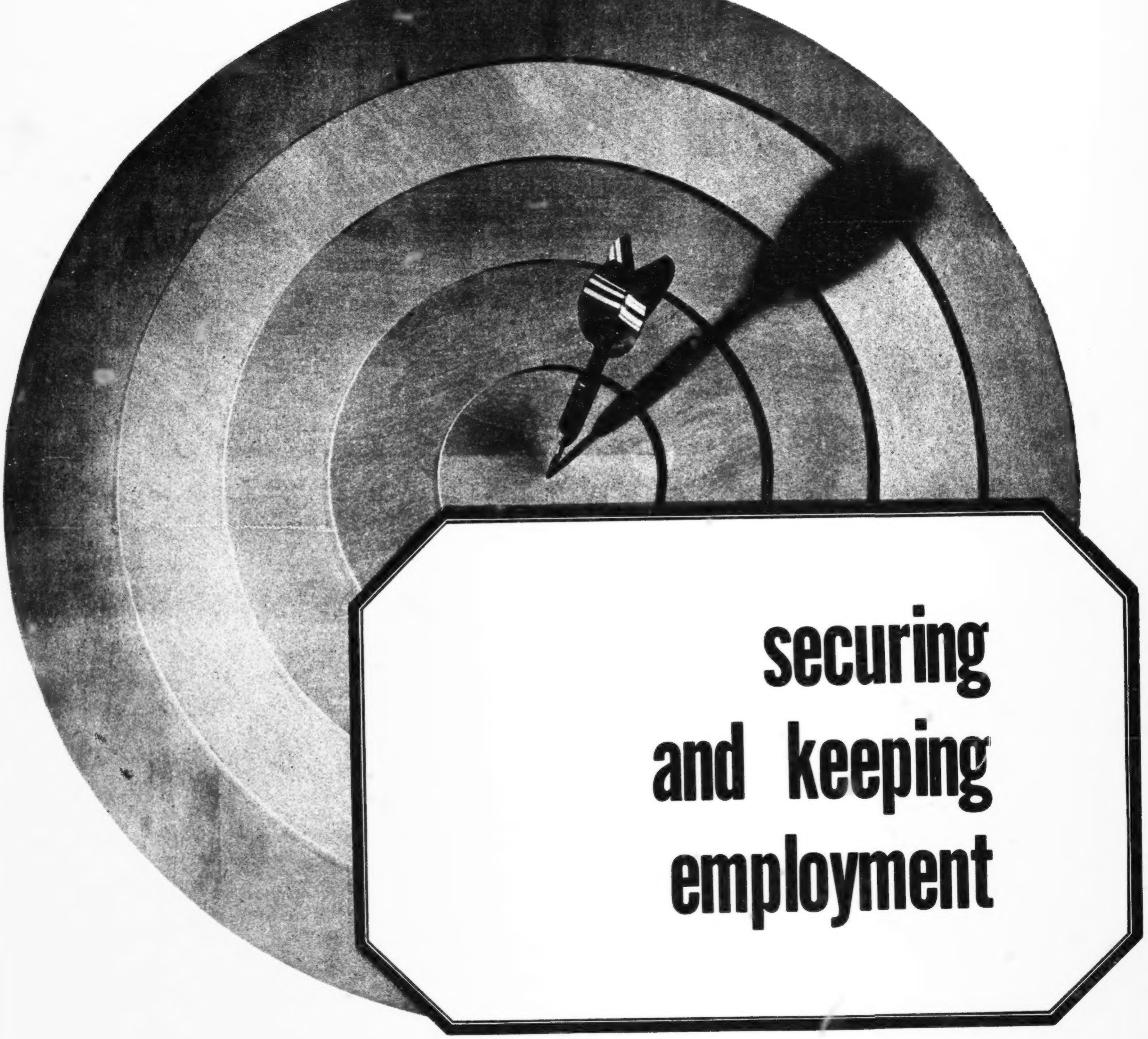
[redacted]

FILMS
(continued)

Safety in Supermarkets, 10-12 min.

Store Stock Trucks, 10-12 min. (safe use of equipment and supplies)

Trouble in Store, 1950. Sound, 16 min. 33 1/3 rpm record. Deals with commercial accidents and especially with those which occur in mercantile establishments. It presents several safety rules which should be followed in the effort to eliminate these accidents. (Available on free loan basis only through local agents. Rental charge if ordered through the loan office.) Source: Zurich-American Insurance Co., Film Department, 111 West Jackson Blvd., Chicago, Illinois.



securing and keeping employment

UNIT 20 - OUTLINE

SUMMARIZE YOUR QUALIFICATIONS AS THEY APPLY TO YOUR CHOSEN GOAL

OBJECTIVES: As a result of this unit the student trainee should:

1. Be able to develop a personal data sheet.
2. Evaluate his goal in terms of his qualifications.
3. Develop a basic entry wedge into his chosen career.
4. Know what is necessary to become hired in his chosen field.
5. Realize that all elements should be considered in this revised personal inventory.

DEVELOPMENT

You are unique - you are like no other. You have something special to sell and by now you should know how to sell your product - you.

CONTENT

I. RE-EVALUATE YOURSELF

A. WHAT I LIKE

1. To do
2. About people
3. About jobs
4. About places

B. WHAT I DON'T LIKE

1. To do
2. About people
3. About things

C. ASK YOURSELF THESE QUESTIONS

1. What have I done with any degree of success?
    a. Sports

[illegible]

Hobbies and social activities listed on your resume show that you are a "Regular fellow." Sports and physical activities give ideas to the prospective employer about your spirit of competition, teamwork attitude, and many other attributes that may not appear obvious to you.

Everyone has something to offer if he will only analyze correctly and stress his strong points.

[illegible]

- b. Honor roll
- c. Club work
- d. Earned my way through school
- e. Awards
- f. Hobbies
- g. Paper route
- h. Leadership positions
- i. Committees
- j. Instructor (swimming, skiing, etc.)
- k. Special responsibilities
- l. Do-it-yourself projects
- m. Church accomplishments

2. Jobs I have held
   - a. Responsibilities
   - b. Salary progress
   - c. Suggestions accepted
   - d. What I like about the job
   - e. What I didn't like about the job
   - f. Why I left
   - g. Promotions
3. What do I do, or what have I done that people commend me for doing well?
   - a. Play musical instrument
   - b. ?
   - c. ?

[redacted]

A portfolio would be logical for specialty areas such as display, photography, etc.

[redacted]

4. **Capabilities with special equipment**
   - a. **Typewriter**
   - b. **Sewing machine**
   - c. **Cash register**
   - d. **Marking machine**
   - e. **Automobile and truck**
   - f. **Public address systems**
   - g. **Cameras**
   - h. **Office machines**
   - i. **Shop tools**
   - j. **Duplicators**
   - k. **Switchboard**
5. **What special training and education have I had? (list everything)**
   - a. **First aid work**
   - b. **Hat making class**
   - c. **Cake decorating class**
   - d. **? ? ? ? ?**
6. **What work experience have I had?**

D. DEVELOP A RESUMÉ

1. **Your resumé is a professional method for selling yourself. It could be compared to an advertising brochure designed to sell a product or a service.**
   - a. **It should be individual (not all resumés for all students should be the same. You would talk about different things if you were trying to sell a Volkswagen than if you were trying to sell a Lincoln Continental.)**

b. Contents and layout should vary as widely as the applicants who apply for the jobs.

c. Try to anticipate what the interviewers and companies will want to see (Resumes should be specific for certain jobs).

d. Be safe--keep it simple and on one page.

e. Use first copies--on good paper

f. A careless resumé indicates a careless person (an erasure or mis-spelled word may cost you an important job).

g. Leave your personal problems out of the resumé.

2. Your resumé should say:

   a. You are a leader and capable of responsibility

   b. You get along well with people

   c. You are ambitious and hard working

   d. You anticipate success because you have been successful

3. Be truthful; be able to prove what you say in your resumé

4. Advise your references that you are going to list them on a resumé

II. SUGGESTED OUTLINE FOR A RESUMÉ

A. PERSONAL DATA

1. Begin with your name, address, and telephone number. Other appropriate personal data may follow, or may be added at the end of the resumé.

[redacted] [redacted]

B. EMPLOYMENT OBJECTIVE

1. Indicate the kind of job you are seeking. If you are qualified for several jobs, list them in order of your preference.

C. WORK HISTORY

1. Organize this information in either of two ways, whichever highlights your work experience better:

   a. By job

      (1) List each job separately (even if the job were within the same firm), starting with the most recent one and working backward. For each job, list the dates of employment, name and address of employer, nature of his business, and the position you held. Then describe your job, showing: Specific job duties organizational position level, nature and extent of supervising responsibilities, special assignments, noteworthy accomplishments and any other appropriate information pertinent to the job.

   b. By Function

      (1) List the activity functions (fields or areas of specialization, such as hobbies, leadership positions, sports) you perform which are related to your present job objectives. Then describe briefly the work you have done (or the training you have had) in each of these functional areas, without breaking it down by individual jobs.

D. **EDUCATION**

1. Indicate the extent of your formal education, certificates obtained showing major and minor subjects; and special courses related to job choice, scholarships, and honors. If you have had little or no work experience this section will make up the major part of your resumé. In such cases you should also list the school organizations and activities in which you participated.

E. **MISCELLANEOUS**

1. If appropriate to your field of work, indicate such information as: membership in organizations, knowledge of foreign languages, leisure-time or extra-curricular activities, and any special skills, such as typing, shorthand, or ability to operate special equipment.

F. **REFERENCES**

1. Give names, positions, and addresses of three persons who have direct knowledge of your work competence.

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UNIT 21 - OUTLINE

DISCOVERING YOUR OPPORTUNITIES

OBJECTIVES: **As a result of this unit the student-trainee should:**

1. **Know how to contact a prospective employer.**
2. **Know how to complete an application blank, prepare for and participate in the job interview.**
3. **Know how to develop a personal data sheet and permanent employment file.**

[redacted]

The job you select is extremely important. It will affect everything you expect to be, your standard of living, your future friends and your general attitude during the rest of your lifetime.

[redacted]

I. **TO LOCATE SPECIFIC EMPLOYMENT OPPORTUNITIES**

A. **DEVELOP A LIST OF "HOT" PROSPECTS. A LIST OF YOUR MOST LIKELY POTENTIAL BUYERS**

1. **When you make your list, put your best prospects at the top and go down the list in order.**
2. **A good method of developing a prospect is to interview on the basis of learning more about the career field.**
3. **Contact the Chamber of Commerce or Better Business Bureau.**
    a. **You'll be surprised at the amount of information available from this source.**
4. **Make a clip file of the business of your choice.**

DEVELOPMENT

Because of their personal interest in you, this is probably the best source of job information.

CONTENT

5. Contact friends, neighbors, relatives, acquaintances and alumni working for specific companies.

6. Go on inspection tours wherever you get the opportunity (This gives you a chance to look the operation over.)

7. Ask advice of counselors, teachers, etc.

8. Be an initiator - the job you want may be waiting for your approach.

B. SOURCES OF JOB INFORMATION

1. Schools or College Placement Services

   a. A productive source for professional openings.

   b. Usually available only to current students and alumni

2. Want ads in newspapers, professional journals, and trade magazines.

   a. Provide a broad range of definite openings.

   b. Often details are insufficient for determining if you are qualified.

   c. Analysis of the ads will provide information about the extent of employment activity in job fields throughout the area.

3. Industrial and Craft Unions
    a. Have exclusive hiring authority for some firms.
    b. Each deals with a limited number of occupations.
    c. Productive source for members, particularly those with seniority.
4. State Employment Services
    a. More job listings in more occupational categories than any other single source.
    b. Have knowledge of area job openings, even among employers who have not listed their job openings with the Employment Service.
    c. Have more than 1900 local offices conveniently located throughout the Nation.
    d. Operate a nationwide network for job information and job openings.
    e. Provide counseling and career consultation service.
    f. Provide aptitude and proficiency testing
    g. Have daily contacts with thousands of employers.

h. Accumulate and distribute local, statewide, and national labor market information.

i. No fees charged.

5. U.S. Civil Service Commission

    a. Handles only U. S. Government civilian jobs.

    b. Job listings and application blanks available in most post offices.

    c. Conducts written examinations

    d. Usually takes longer to process your application than most non-governmental employers.

6. Private Employment Agencies

    a. Some charge applicant a fee for registration or placement; others collect fees from the employers.

    b. Usually specialize in a few specific occupations.

7. Yellow pages of telephone directory, industrial directories, Chamber of Commerce lists

    a. Sources of names of firms according to type of business or service provided and other valuable information to use in making contacts.

8. Professional Associations

   a. Useful for specialized occupations

   b. Listings are available at libraries

II. SELLING YOUR SERVICES BY A LETTER

A. A LETTER OF APPLICATION IS A SALES LETTER

   1. Attract attention

   2. Arouse interest

   3. Create desire

   4. Establish conviction

   5. Get action

B. SOLICITED

   1. Blind ads

   2. Selected point of contact

C. UNSOLICITED

   1. Developed of your own volition from your own creative approach to a job.

D. GUIDELINES FOR WRITING A LETTER

   1. Type neatly using care in sentence structure, spelling and punctuation.

   2. Use a good grade of letter size white bond paper.

3. Address your letter to a specific individual, if possible (use city directory or other sources).

4. State exactly the kind of position you are seeking and why you are applying to the particular firm.

5. Be clear, brief, and businesslike.

6. Enclose a resumé.

7. HAVE AN EXPERT CHECK YOUR LETTER AND DATA SHEET CRITICALLY

8. Keywords for a good letter

   a. Shortness is saying no more than need be said and using just enough words to say it.

   b. Simplicity is choosing the less complicated way of saying something.

   c. Strength is using words that carry an exact picture rather than weak words that carry a fuzzy picture.

III. BE METHODICAL IN YOUR JOB SEARCH APPROACH

A. MAKE DEFINITE APPOINTMENTS AND KEEP THEM.

1. Schedule four or five appointments each day.

2. Never leave an employer's office without getting at least one more company name to add to your list.

3. A face-to-face contact with the man who does the hiring is the surest way of getting your job.

4. Check back just as often as you can without being a pest. (There is a fine line between pest and persistence - the employer is looking for employees with stick-to-itiveness).

IV. JOB HUNTING IS JUST ABOUT THE HARDEST WORK IN THE WORLD

A. UNDERSTAND THAT THIS IS ONE OF THE MOST IMPORTANT STEPS IN THE WORLD OF WORK.

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UNIT 22 - OUTLINE

HOW TO APPLY FOR A JOB

OBJECTIVES: As a result of this unit the student trainee should:

1. Be aware of the possibility of employment tests.
2. Know how to fill in an application.
3. Know why people fail to get the jobs they seek.
4. Have a review of appearance and good grooming.
5. Know how to make a favorable impression on the employer.
6. Know how to leave the door open for call-backs.
7. Be able to analyze turn-downs.
8. Know how to plan a job campaign.

DEVELOPMENT

CONTENT

I. THE IMPORTANCE OF PREPARATION FOR THE APPLICATION AND INTERVIEW
    A. FIRST IMPRESSIONS ARE OFTEN LASTING
    B. KNOW THE FIRM TO WHICH YOU ARE APPLYING
        1. Its age, size and standing in the community
        2. Its products and services
        3. Its employment policies
        4. Names of its officials
        5. Growth and prospects for the future

C. PREPARATION FOR TESTS

1. Know the type of test that may be given.
   - a. Arithmetic
   - b. Psychological
   - c. Suitability
   - d. Manual dexterity
2. Be ready to be tested, follow directions, do your best work

D. PAPERS TO TAKE TO THE INTERVIEW

1. Your personal data sheet or resume
2. Social security card
3. References, sample of your work
4. Other evidence of your qualifications (diploma, drivers licence, union card, vocational certificate)
5. Consider methods of preparation

E. A WELL-GROOMED APPEARANCE

1. Wear clothing in which you feel at ease--neither conspicuous nor too casual
2. Take note of details, even seams of stockings, dandruff, etc.
3. If you are accustomed to wearing glasses and/or hearing aid, wear them.
4. Stand erect
5. Look pleasant

F. TYPICAL BUSINESS APPLICATIONS

1. Understand how they are used.

2. Be ready with required information

3. Preparing the application form

   a. Do not omit answers

   b. Neatness

4. Read the application forms completely.

G. WHY PEOPLE FAIL TO GET THE JOB

1. Personnel director's evaluations

2. How to review your interview

H. PERSISTANCE IS THE KEY

1. You may apply for many jobs before you get one

2. Don't let the interviewer frighten you--most of them are human.

3. Leave an opening for follow-up if not employed immediately. If you don't follow up, the employer may think one of two things--you've either found work elsewhere or you've lost interest.

II. PLAN YOUR TIME

A. TIME FACTORS are involved in job hunting. Postponement of job searching is undesirable. Equally undesirable is intermittent job hunting. Once your search has begun, it should be treated as a real job. Undoubtedly, as in any selling, merchandising your talents can become at times discouraging. Nonetheless, sustained effort usually pays off.

B. SOME SUGGESTIONS CONCERNING TIME FACTORS:

DEVELOPMENT **CONTENT**

1. Plan and start your job search as soon as you know that you want to find a new position.

2. Make your job hunting a regulated project. You plan to work at least 15 hours a week for an employer, you should work no less for yourself.

3. Once you start your job-finding campaign do not allow yourself little vacations.

4. Apply early enough in the day to allow sufficient time for multiple interviews, tests, or other hiring procedures which may be required.

5. Be on time for any appointments.

6. Learn as much as you can about the company before you apply, including the best time of the day and week to make application.

7. Follow up job leads immediately. If you learn of a job opening late in the day, call the firm to arrange an appointment for the next day. They may postpone a hiring decision until they have talked to you.

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UNIT 23 - OUTLINE

SELLING YOURSELF IN A PERSONAL INTERVIEW

OBJECTIVES: **As a result of this unit the student-trainee should:**

1. **Be prepared to handle interview situations successfully.**
2. **Understand the general utilization pattern of an interview by the employer.**
3. **Know the various types of interviews.**
4. **Be prepared for the various kinds of questions possible during an interview.**
5. **Know that there will be all varieties of interviewers and be ready for the various kinds.**

DEVELOPMENT

CONTENT

I ABOUT THE INTERVIEW

A. THE EMPLOYMENT INTERVIEW SERVES A DUAL PURPOSE

1. **It provides the employer an opportunity to make a critical appraisal of your qualifications, appearance, and general fitness for his job opening.**
2. **It provides you an opportunity to appraise the employer, the job, and the firm.**
3. **It enables you to decide if the employer and the firm are of the type and caliber you want to work for.**
4. **It enables you to decide if the job meets your career needs and interest.**

B. THE INTERVIEW IS, IN EFFECT, YOUR SHOWCASE FOR MERCHANDISING YOUR TALENTS

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[redacted]

1. **It is your primary concern to present your qualifications to the best possible advantage.**

2. **Each interview will be different. Each interview will require your personal ingenuity.**

II PREPARATION FOR YOUR INTERVIEW

A. THIS COULD BE THE MOST IMPORTANT HALF-HOUR OF YOUR LIFE

1. **Find out the exact time and place of the interview.**

2. **Write the time and place down-don't depend on your memory.**

3. **Get the full name of the company straight, along with the address. Learn all you can about the company: product or service, standing in the industry, kinds of jobs available, and hiring policies and practices.**

4. **Know the name of the interviewer, with correct pronunciation.**

5. **Know what you have to offer: what training you have had, what you have done, what you can do, what kind of job you want.**

6. **Know why you want to work for the firm.**

7. **Be prepared to furnish references (not family) by name, address, and business affiliation. Ask them if you may use their names.**

8. **References should be people who are acquainted with your work and your character.**

Pupils should be encouraged to complete in school interview contest for area DECA finalists.
Present a demonstration of the rail interview.

9. Never take anyone with you to an interview.

10. Allow for as much uninterrupted time as the interview may require. (For example, do not park your car on a limited time meter.)

11. Learn the area salary scale for the job you are seeking.

B. BE PREPARED

1. Have some questions for the interviewer.

2. Bring a pencil and a dependable pen with you.

3. Arrive at the designated place fifteen minutes early.

4. Check your appearance.

   a. Conservative clothes

   b. Correct shoes, shined

   c. Hair-fingernails

   d. Use lotions, colognes and perfumes sparingly

C. TYPES OF INTERVIEWS

1. Rail interview

   a. Used in large stores at completion of application.

   b. Purpose is to determine if applicant should receive serious consideration.

   c. Usually held within sight and hearing of the other applicants.

2. Private interview

Have pupils with jobs relate experiences they encountered.

Compare merits of different interviewing systems.

a. Large store

(1) Usually preceded by completion of application form and rail interview.
(2) Usually held in private office of employment manager.

b. Small store

(1) May or may not be preceded by completion of application blank or rail interview.
(2) Usually conducted by owner or manager in his office or out on sales floor.

D. CONDUCT AT AN INTERVIEW

1. Dress your best (but not flashily).

2. Be there on time (ahead if possible).

3. Relax and compose yourself (naturalness). Be natural when invited to sit down, sit comfortably without slouching.

4. Accumulate and assemble in easily available order all the information and papers you will need to take with you: licenses, union cards, military records, proof of age if under 18, school records, and your resume or work records with names of employers and dates of employment.

5. Anticipate first question or review by board "Just why do you want to work for us?" (or "In this position")

[illegible]

[illegible]

a. **Have ready a discriminating reply.**

6. **Introductions (When you are called in)**

7. **Confident attitude (no apologies for weakness, or cockiness)**

8. **Be comfortable (Erect but not stiff - don't lounge) Be pleasant and friendly, but businesslike.**

9. **Don't wisecrack or make small talk (You'll waste everyone's time).**

10. **Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person he is seeking. Use these clues in presenting your qualifications.**

11. **Don't dominate (interviewer (Board) will give you clues). For example, if you are being interviewed for an engineering job and the employer mentions that his job will require some customer contact work, use the clue to emphasize any work or a vocational experience or courses you have had in public contact or related work.**

12. **Be attentive**

13. **Don't interrupt**

14. **Understand questions**

15. **Reply promptly**

16. **Don't try to create answers you think the interviewer wants.**

17. **Don't switch sides to agree with interviewer (board)**

18. **Admit errors in judgment (if you're shown to be wrong)**

19. **Don't dwell at length on things (Brief, concise, understandable)**

20. **No extraneous comments or lengthy anecdotes**

21. **Don't be technical or ponderous**

22. **No slang terms**

23. **Don't "soft soap"**

24. **Be explicit in defining and describing your occupational assets.**

25. **This is a mutual exchange of information, ideas and impressions.**

26. **Let the employer control the interview. Give frank answers, brief but complete, without rambling. Avoid dogmatic statements.**

27. **Present your resume, work record, references, personal data, work samples or other materials to support your statements when the employer requests them.**

28. **In discussing previous employment and work situations, avoid criticizing former employers or fellow workers**

29. **Keep your personal, domestic, or financial problems out of the conversation unless specifically asked about them.**

30. Be prepared to state the salary you want, but not until the employer has introduced the subject. Be realistic in discussing salary.

31. If the employer does not indicate when a further contact will be made, ask when you may call to learn his decision.

32. If the employer indicates that you are to call or return for another interview, make a written note of time, date, and place.

33. Anticipate a standard close

    a. "Do you have anything to add?"

    b. Remember, with this, you close the interview yourself.

34. Thank the employer for the interview. If the employer indicates that he cannot use you, ask him to suggest another employer.

E. FOLLOW UP

1. If accepted, make sure you know what you are required to do next. Thank your interviewer for his consideration of you.

2. If rejected, accept it . graciously. Remember, you will be judged by both the good and bad impressions you have made and you may want to come back and try again. Do not let a rejection affect your confidence. The majority of

[redacted]

10. be prepared to state the salary you want, but not until the employer has introduced the subject. Be realistic in discussing salary.

11. If the employer does not indicate when a further contact will be made, ask when you may call to learn his decision.

12. If the employer indicates that you are to call or return for another interview, make a written note of time, date, and place.

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    a. "Do you have anything to add?"

    b. Remember, with this, you close the interview yourself.

14. Thank the employer for the interview. If the employer indicates that he cannot use you, ask him to suggest another employer.

E. FOLLOW UP

1. If accepted, make sure you know what you are required to do next. Thank your interviewer for his consideration of you.

2. If rejected, accept it graciously. Remember, you will be judged by both the good and bad impressions you have made and you may want to come back and try again. Do not let a rejection affect your confidence. The majority of applicants are turned down not because of themselves but because they do not possess the particular skills or background for the job openings available at the time.

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3. If interviewer says, "We'll call you if something comes up," or, "We'll keep your application on file", then you may telephone or go back to the office to remind them that you are still available and interested. Do not call too often.

4. Take stock of yourself again-after every interview ask yourself:

    a. "Was I really prepared for the job that was available?"

    b. "For how many jobs was I turned down because I didn't have proper training?"

    c. "Where can I go to get more skills which will help me to get a job?"

F. RESULTS OF INTERVIEW

1. Secure position

2. If you don't secure position

    a. Possible enrichment of knowledge

        (1) Of occupations and professions.
        (2) Sharing in thoughts and activities of people engaged in your type of work.
        (3) Learn what others think of the future of your work interest.

(4) Learn of your abilities and chances for success in it.

(5) Find required educational preparation necessary.

(6) Find required preliminary experience needed.

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UNIT 24 - OUTLINE

KEEPING THAT JOB AND MOVING AHEAD

OBJECTIVES: **As a result of this unit the student-trainee should:**

1. **Recognize his responsibilities for teamwork.**
2. **Develop good work habits.**
3. **Recognize the fact that the employer will be rating him continually.**
4. **Be able to avoid adverse personality factors.**
5. **Avoid self-sabotage of his career.**

DEVELOPMENT

CONTENT

I. **THE FIRST SIX MONTHS ON THE FIRST JOB SHOULD BE USED TO OPTIMUM ADVANTAGE**

   A. **JOINING A NEW COMPANY POSES A CHALLENGE BUT ALSO AFFORDS AN OPPORTUNITY**

      1. **Learn your way around**
      2. **Become accepted in the "group"**
      3. **Use their language**
      4. **Understand the management attitude**
      5. **The business is there to show a profit**
      6. **The first six months are the hardest**

   B. **UNDERSTAND THE RULES**

      1. **Learn the rules from your actual supervisor, not some well-meaning senior employee.**

2. Abide by the rules--to the spirit and the letter until you are well established.

C. DEVELOP GOOD WORK HABITS

1. Be punctual

   a. Many companies use a time clock. This is an automatic unchangeable record. No one else can punch it in and out for you.

      Arrive on time and leave on time. Even if no record is kept of the time you get to work your employer will know this and it will influence your opportunity for promotion.

2. Be regular

   a. It is important that you be to work every day that you are scheduled. If you are sick, notify your supervisor--the same for special, unavoidable, personal business reasons.

   b. Occasions of being away from work for any reason should be infrequent. On some jobs failure to report that you are not able to come to work that day will result in dismissal.

c. Pupils whose attendance at school is regular and who are always on time tend to earn the best grades. Workers whose punctuality and attendance records are good tend to be considered first for promotion.

3. Work steadily

   a. The worker who maintains an even, reasonable speed turns out the most work with the least effort and the least wear and tear on his fellow workers and equipment.

4. Follow instructions

   a. Follow instructions to the letter.

   b. Learn to accept authority--assume that the boss knows exactly what he is doing.

   c. If you don't understand, ask.

5. Make an honest effort to do your best at all times.

   a. Organize your work.

   b. If you run out of work, tell your supervisor immediately.

   c. Be willing to tackle any job where you feel you can be of help.

DEVELOPMENT

6. Have work done on time
    a. Keep promises
    b. Don't forget your duties
7. Learn about the job in many ways
    a. It is your company, too, in a way.
    b. Take interest
        (1) In work problems of your boss.
        (2) In your firm
            a. Participate in firm's sports.
            b. Participate in firm's social events.
    c. Accept the status of the job.
        (1) On a beginning job, work experience and learning to work with others is very important.
    d. Be tenacious
        (1) Stick to the job until it is completed.
    e. Take pride in your work.
    f. Be ambitious
        (1) Show a desire to learn.

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g. Develop initiative

- (1) Put suggestions in suggestion box.
- (2) Experiment on your own time.
- (3) Attend meetings relative to your work.
- (4) Be a good member of your occupational association.

D. JOB ENVIRONMENT AND ITS IMPORTANCE

1. Very few persons work alone in the business world.

2. The art of getting along with others is "human relations".

3. Your work climate includes your physical surroundings, working conditions, and the people with whom you work.

II. CO-WORKER RELATIONSHIPS ARE EXTREMELY IMPORTANT

A. UNDERSTANDING YOUR CO-WORKERS

1. Ability to maintain pleasant working relationships depends upon your ability to understand people.

2. Usually co-workers suggestions are given so you will do a better job.

3. All help should be acknowledged--this is only common courtesy.

4. A smile is most effective in promoting good co-worker relations.

5. Desires common in co-workers

    a. Satisfaction of knowing that they have done a job well.

    b. Desire to receive fair and equal treatment from all employees in the firm.

B. HOW TO WIN AND PROMOTE GOOD CO-WORKER RELATIONS

1. Depends upon your ability to understand their natures.

2. Avoid causing friction among co-workers.

    a. Refrain from getting involved with gossip and mud-slinging.

    b. Mind your business.

C. HOW TO HELP YOUR CO-WORKERS

1. Be considerate of co-workers' safety.

2. Give co-workers a helping hand as you may also need one someday.

D. WINNING THE RESPECT OF YOUR CO-WORKERS

1. Excel in what you do.

2. Efficient workers become leaders quickly.

3. Accept guidance from fellow-workers.

4. Don't be too dependent upon others.

E. THE PART-TIME TRAINEE AND CO-WORKER RELATIONS

1. Have same problems as full-time workers.

2. Many have a problem in getting acquainted.

3. Many co-workers are older than the part-time trainee.

III. REASONS WHY WORKERS LOSE THEIR JOBS

A. ABSENTEEISM

1. You are not doing a satisfactory job if you are away from work too often. You were not able to earn good grades at school, either, when you were absent a lot. Absenteeism is the biggest reason for firing workers.

B. POOR PERFORMANCE ON THE JOB

C. POOR ATTITUDES

1. Inability to get along with others.

2. Laziness

3. Disloyalty

4. Dishonesty

a. This would include such things as falsifying an application blank, stealing company property, being careless of the rights of other workers.

D. INVOLUNTARY TERMINATION

1. Company policy or planning

2. Strike

3. Technological unemployment - job taken over by a machine.

4. Seasonal lay-off

IV. STEPS TO TAKE WHEN CHANGING EMPLOYERS

Before you can go to work for a new employer, you must terminate your present job. Sometimes this is voluntary, and sometimes it is not. Sometimes you are discharged. There may be good reasons for changing your job voluntarily. There is a very definite reason for not changing too often. You will not want to build a habit or a reputation of "job-hopping." Job-hopping is a complaint many employers make about teen-age employees.

A. BEFORE LEAVING A JOB

1. Know all the advantages and disadvantages of your present job.

    a. The very fact that you are on the job is an advantage. Remember how much time and effort it took to land the job?

2. Attain all the skill and experience the present job offers.

3. Investigate the possibility of transfer to another job in the same company.

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   a. Once employed, you are in a better spot to try for a different position with the same firm.

4. Investigate the next job thoroughly.
   a. Is it a step toward your final goal?
   b. Are you completely prepared for it?
5. Have you a good reason for leaving?
   a. Be prepared for an "exit interview" in which some member of the personnel department will talk with you about your experiences with the company and your reasons for leaving.
6. Leave your present job only when you are sure that the next job is yours.
7. Be sure you are in good financial standing with the company before you leave to go to a new job.
8. Make arrangements to get any money that may be due you such as:
   a. Termination pay
      (1) This is given sometimes for long service or when you have been asked to leave without notice.

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b. Money paid into savings, stock purchase or pension funds.

9. Give your employer reasonable notice--usually two weeks.

10. Be sure, whenever possible that your employer holds a good opinion of you when you leave your job.

a. You will have to list his name on your application for the next job. Your new employer is certain to ask your former employer about you.

B. AFTER LEAVING THE JOB

1. Register at the Washington State Employment Service if you have been laid off by your employer.

a. This perhaps will entitle you to Unemployment Compensation (insurance) if you do not find another job.

V. EMPLOYER EXPECTATIONS OF PROMOTABLE EMPLOYEES

A. PERSONALITY QUALIFICATIONS

1. Sincere desire to succeed

2. Ability to follow instructions

3. Interest in learning

4. Professional pride

5. Belief in policies and ideals of organization

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[redacted]

Have pupils prepare comparable presentations and reports on such establishments as food stores, automotive service stations, etc., emphasizing the types of positions, qualifications, and working conditions. This information can be prepared by trainees or can be obtained by personal interviews. Explain and expand the personality factors listed.

Have pupils rate themselves and each other on various facets of personality.

6. Willingness to work
7. Ability to adjust
8. Ability to inspire confidence
9. Imagination and initiative
10. Steadfastness of purpose
11. Related Qualities
12. Interest in finding better ways of doing things
13. Sharing ideas for improvement
14. Participation in community life
15. Builder of good will
16. Objectivity when accepting and giving criticism
17. Desire for a better world

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